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THE JUNIOR COLLEGE JOURNAL

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JOLIET JUNIOR COLLEGE, JOLIET, ILLINOIS (See page 314)



THE JUNIOR COLLEGE JOURNAL

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No. 6

Time to Take Account of Stock

[EDITORIAL]

The present is an ideal time for the public junior college to take account of stock. Its phenomenal success during the past ten years has attracted not only the attention of educators but the attention of those agencies interested in reducing or holding level the existing tax burdens. This latter group, looking about for likely places to apply the pruning knife, has been casting appraising eyes upon the junior college. By them it is rated as an educational luxury which can be lopped off without serious damage to the state's educational structure. There is urgent need, therefore, that the friends of the junior college should co-operate in measures that will enable it to consolidate the gains it has already made. Otherwise the backwash of the present economic situation may easily do away with the progress of a decade and leave the junior college with its battle for a place in the sun all to fight over again. There are certain measures which appeal to the writer as essential if the public junior college is to avoid a serious set-back during the next five or six years.

The first of these has to do with the closer identity of the junior college with the rest of the public school system. There has been a tendency in certain quarters to em-

phasize the higher educational or collegiate relationship of the junior college. From the standpoint of retaining public confidence and support this is a tactical error. The junior college undoubtedly has a lower division, or preparatory function, to perform, and according to authentic research studies has been performing that function in a splendid manner. It has, however, three or four other functions to perform which are not essentially collegiate. If the junior college insists on performing only its lower division function and neglects its other essential functions, it cannot hope to retain its place as a tax-supported institution. Over against the cost to the taxpayers, the junior college must be able to show that it is performing services for a considerable portion of the youth of the community which no other institution does or could be expected to perform. This means that the best position for the public junior college to occupy is at the top of a thirteen- or fourteen-year public school system, rather than at the bottom of a separate system of higher or collegiate education. As an integral part of the public school system the junior college may expect to become securely intrenched by reason of vital services rendered.

As a part of a separate collegiate system performing only a fraction of its desirable functions, it might easily find itself out in "No Man's Land" exposed to a crossfire from both the public school and higher educational trenches.

The second line of defense which the public junior college should establish has to do with the intensive improvement of its curricula and its internal administrative policies. The period just closing has been a period of expansion. Many experiments have been tried. Courses of study have been adopted *in toto* just as outlined and taught in the colleges and universities. Having passed through the periods of infancy, childhood, and adolescence, it is now important for the junior college to develop its own courses and methods of instruction in the light of the needs of its own students. It is time for the junior college to begin to do things in its own right instead of wearing the "hand-me-down" clothes of its rich relatives. If the junior college is to exalt the teaching function it must begin to develop its own methodology, adapted to its own constituency and courses of study. In the light also of the doctrine that the junior college should be closely identified with the public school system, its program of studies should be closely articulated with that of junior and senior high schools of the school system to which it belongs. There will, of course, be a transition period in which a certain amount of unavoidable domination by the universities will determine both the content and method of certain lower division courses, but the ultimate goal of curriculum-making in the junior

college should be as near to self-direction and autonomy as it is possible to achieve.

The third, and by no means least important, line of defense for the public junior college has to do with the adoption of a policy of the strictest economy, consistent with educational efficiency. During the boom years it was easy to secure money for expansion. From now on only absolute necessities should be put in the annual budget. The tax situation is acute and the less conspicuous the junior college is in the general budget the better it will be. Such a statement may seem to be inconsistent with the suggestion that the junior college should perform all of its functions and not merely a fraction of them. With a fixed income and a small body of students such a narrow policy may be a temporary necessity. Real economy under such circumstances would consist in enlarging the area of support through consolidation with other high-school districts for junior college purposes. The enriched curriculum and the performance of all the functions of the junior college are possible only in administrative areas where the taxable property is sufficient to support all of these features of a full junior college program with a minimum addition to the tax rate of the area.

The adoption of some such program as that outlined above should make it possible for the junior colleges to carry on during this period of stress and trial, and be all the stronger for a new era of growth and development when the economic tide again turns toward the full.

WILLIAM MARTIN PROCTOR

The Junior College in Pennsylvania

MAX McCONN*

In Pennsylvania, as in the other states east of the Alleghenies and north of the Potomac, the junior college movement is barely getting under way. Undoubtedly many of the schoolmen in this state, and many of the college men too, still think of the junior college as something remote and foreign—a curious educational phenomenon peculiar to the distant West and South but of no direct concern to Easterners. In Pennsylvania there are as yet no public junior colleges supported by municipalities in direct connection with public high schools; there has been no specific legislation on the subject; and there is no recognition or accrediting of junior colleges by the State Council of Education.

Nevertheless, there are seven institutions of junior college grade which are going concerns. Four of these have been established in connection with private secondary schools. The other three are junior college branches or centers set up and maintained by the University of Pittsburgh. The four private secondary schools with superimposed junior colleges are curiously diverse in their antecedents, clientele, and general character.

SUPERIMPOSED JUNIOR COLLEGES

One of them, Alliance Junior College, at Cambridge Springs (near Erie), is a Polish institution, estab-

lished and subsidized by the Polish National Alliance of America. It was designed originally for Polish immigrants, and its clientele still consists almost exclusively of young men of Polish descent. Fees are extremely moderate: \$300 a year in the Academy and \$350 a year in the Junior College, covering tuition, board, room, laundry, and athletic, medical, and dental fees. The first department, opened in 1912, was the Academy, with the usual four-year preparatory course. Several years later there was added a Mechanical Trades Institute, without academic entrance requirements, which now offers one-year or two-year courses in automobile repair and operation, applied electricity, carpentry and building, machine construction, machine design and drafting, and tool and die making.

The Junior College was organized in 1924, with two courses, general and pre-medical, and with eleven students. In 1930-31 the enrollment in the Junior College was 32, with a large majority in the pre-medical course. During the same period (1924-31) the enrollment in the Academy had fallen from 328 to 108. It is now announced that plans are under way to establish a regular four-year senior college leading to the degrees of Bachelor of Arts and Bachelor of Science. It seems fairly clear that, with immigration cut off, this institution is finding its original preparatory function no longer in much demand, since Polish youth of the

* Dean, Lehigh University, Bethlehem, Pennsylvania.

second and third generation naturally tend to enter the public high schools; that it is seeking to find a new field of usefulness by transforming itself into a college; and that its organization of a junior college division has been merely the first step in this transformation.

The Williamsport Dickinson Seminary, at Williamsport, is essentially a survival of the old eighteenth- and early nineteenth-century academies. The original school was in fact called the Williamsport Academy. When that institution was about to be discontinued, in 1848, it was taken over by the Methodists, reorganized, and reopened under the name of the Dickinson Seminary and under a charter from the state of Pennsylvania which authorizes it to confer degrees. It is still conducted under Methodist auspices, although it disclaims sectarianism. Its right to confer degrees has occasionally been exercised, and during a considerable part of its long history it offered some courses of collegiate grade, amounting at times to the equivalent of two years of college work. It thus figures as an interesting precursor in the East of the junior college movement. But until the advent of that movement as such it was difficult for an institution which was more than a secondary school but not a full-fledged four-year college to obtain recognition or find a place in the sun. So this early junior college work of the Dickinson Seminary seems never to have attained a secure status and gradually to have lapsed. Substantially its work during the eighty years from 1848 to 1928 was that of a coeducational boarding school at the secondary level, providing

preparation for college and serving also as a finishing school, with the usual finishing school courses in music, art, expression, home economics, and business subjects.

In 1928, however, the Board of Directors voted to establish (or definitely re-establish) a junior college department, and this department was opened in September 1929 with courses in liberal arts, business administration, and secretarial science, and with an enrollment of fifty students. The junior college students live in a separate dormitory and meet in separate classes; the junior college faculty is as yet only partly separate from that of the seminary. In 1930-31 the enrollment in the junior college was eighty.

The other two private secondary schools in Pennsylvania which have acquired junior college annexes are the Ogontz School, at Rydal (a suburb of Philadelphia), and Penn Hall, at Chambersburg. Both of these are fashionable and somewhat expensive girls' finishing schools of the type that issues elaborately illustrated catalogues with views of picturesque surroundings and of pupils engaged in the more fashionable sports—horseback riding, golf, hockey, fencing, and badminton. In both schools the junior college curriculum naturally emphasizes English literature, modern languages, music, and the history and appreciation of art. It is obvious that there are many girls who are much better adapted for a junior college course of this type amid such surroundings as these schools provide than they would be for the Eastern women's colleges, which are for them the alternative. The whole idea is most deftly and tact-

fully phrased in the Ogontz catalogue: "Our purpose is to provide a course of advanced study of college grade suited to the artistic and domestic type of mind. . . . It aims at finding for girls of privilege some life interest and enthusiasm to prevent aimless idleness. . . . The cultured woman knows how to use leisure and how to enrich home life by permanent interest."

In both schools the proportion of junior college students to those in the secondary division is fairly high: 82 to 120 at Ogontz; 92 to 104 at Penn Hall (1930-31). In neither is there as yet any large differentiation of junior college and secondary school faculties.

UNIVERSITY OF PITTSBURGH CENTERS

But the most interesting junior college development in Pennsylvania consists in the establishment by the University of Pittsburgh of three "junior college centers" in three medium-sized cities in the western part of the state, at Johnstown in 1927 and at Erie and Uniontown in 1928. This development has been fully described in a bulletin¹ published by the University, from which most of the facts given below are taken.

In all three communities the University had for a number of years offered late afternoon and evening extension courses chiefly for teachers. Special interest in these courses at Johnstown led to the establishment there in 1923 of a branch summer session taught by members of the Pittsburgh faculty. Finally, in 1926, the Superintendent

of Schools, Dr. S. J. Slawson, asked the University to outline a plan for a junior college, for which quarters were offered in the new senior high school building. The plan was duly developed, but an obstacle was encountered in the fact that the Board of Education had no authority under the Pennsylvania School Code to rent space to a college or university for collegiate purposes. This difficulty was overcome, however, by the passage at the 1926 session of the General Assembly of an amendment to the School Code which provided as follows:

The board of school directors of any school district shall have power and authority to lease any part of their respective school building, equipment, and premises to any university or college of the Commonwealth, approved by the State Council of Education, for the purpose of conducting and maintaining therein university or collegiate courses.

Under the legal permission thus secured the Johnstown Junior College Center was opened in September 1927.

The course of the development at Erie was similar: extension courses over a period of years; a summer biological station in 1926, with laboratories in the State Fish Hatchery Building; a branch summer session in 1928; and the opening of the Junior College Center in September 1928, with the zoölogical laboratory in the Fish Hatchery Building, chemical laboratories in the Erie High School, classrooms and offices on the eighth floor of an office building, and the use of the Y.M.C.A. gymnasium for physical education.

At Uniontown extension classes had been held for many years, but

¹ *The University of Pittsburgh and Its Junior Colleges* (University of Pittsburgh Bulletin, Vol. 25, No. 9, January 15, 1929).

the establishment of the Junior College Center seems to have been the direct result of an educational survey of southwestern Pennsylvania conducted by the University of Pittsburgh in 1927-28 under the direction of Dr. John T. Morris,² which showed a need in this territory of additional facilities for higher education and pointed to Uniontown as a strategic location. On the basis of this survey the local school authorities offered their co-operation, and the Uniontown Center was opened in September 1928.

These three junior colleges differ from all others of which the writer has knowledge in that they are entirely independent of local jurisdiction, being in the strictest possible sense branches and parts of a somewhat distant university, by which they are absolutely controlled and minutely administered. Their financial support is derived wholly from the University. The University selects and appoints the members of the teaching staffs, who are counted as members of the University faculty. Candidates for admission, including those from the local high schools, send their credentials to the University Registrar at Pittsburgh and are by that officer admitted or rejected. The curricula offered parallel the first two years of the University's curricula in liberal arts, in preparation for medicine, dentistry, and engineering, in business administration, and in education. The individual courses use in general the same textbooks and outlines that are used at Pittsburgh;

² John T. Morris, "Considerations in Establishing Junior Colleges" (*Contributions to Education*, No. 343, Bureau of Publications, Teachers College, Columbia University, New York, 1929).

in some departments they culminate in the same uniform semester examinations. The rôle of the local school authorities is limited to that of landlord, in that at Johnstown and Uniontown the Boards of Education rent quarters to the University; at Erie there is not even so much of tangible or legal relationship.

The general organization and scope of the three centers may be visualized from the following figures for the first semester of 1928-29, compiled from the University bulletin already cited:

	Johns- town	Erie	Union- town
<i>Enrollment—</i>			
Liberal arts	129	28	58
Pre-engineering	60	9	28
Business administration	44	10	20
Education	31	4	14
Total	264	51	120
<i>Work offered—</i>			
Departments	17	9	10
Courses	43	12	14
<i>Staff—</i>			
Full-time instructors ..	24	11	10
Part-time instructors ..	—	4	6
Administrative assistants	3	2	2

It should be added that all three centers offer a variety of late afternoon and evening classes, in continuation of the earlier extension work; but these classes are now on the college-credit basis; in other words they are conducted just as similar classes might be conducted on the home campus.

Pennsylvania's present contribution to the junior college picture thus includes (1) four curiously assorted private junior colleges, representing somewhat sporadic, not to say accidental, variants of this new educational type; and (2) this new phenomenon of branch junior colleges, supported, controlled, and administered by a large university.

A Junior College Personnel Program

STANTON C. CRAWFORD*

Junior college personnel programs inevitably have much in common with those of four-year colleges and universities. They may be expected to differ from those of senior institutions on account of several rather constant characteristics of junior college organization. These include the relatively small student body, the proportionately large number of students living at home, the close relationship with secondary schools, and the extent to which the junior college emphasizes the idea of preparation for citizenship in the home community.

Wide variation in personnel programs may be expected among the junior colleges themselves. Certainly the practice will differ in institutions of public and of private support; in those of urban and of rural location; in schools enrolling only "day" students and in those with dormitories. The whole problem is too broad to be adequately considered in one brief article. Nevertheless, some particular plan must serve as the basis for discussion.

In so far as a detailed system is described here, it is the one functioning in the three junior college centers of the University of Pittsburgh. This program has been worked out by a committee consisting of Mr. F. W. Shockley, director of Junior Colleges of the University; Mr. C. Stanton Belfour, assistant

director; Doctors W. W. D. Sones and K. S. Tesh, heads of the junior colleges at Erie and Uniontown, respectively; and the writer, who represents the Johnstown Junior College.

The statement of this personnel program includes mainly the things that are already being done in the three junior colleges, and the viewpoints already held by the personnel officers. Very little further planning has been done because of the magnitude of the task as it already presents itself. The general program varies somewhat among the three junior colleges because of differences in the problems that are found in the several communities served, and on account of the differing emphasis placed by the various personnel officers. Nevertheless it may be safely said that 90 per cent of this report represents actual practice of personnel workers in the University of Pittsburgh junior colleges as a group, and at least 80 per cent of the procedure indicated may be found in operation in any one of the three institutions. Needless to say, the junior college programs are closely integrated with the work of the Personnel Council of the University proper, because of the benefits that thereby accrue to the work in the smaller centers. As an illustration of this relationship, it may be pointed out that the whole matter of admissions, ordinarily a large part of the work of student personnel directors, is handled by the University through its main offices.

* Head, Johnstown Junior College of the University of Pittsburgh, Johnstown, Pennsylvania.

NATURE OF THE PERSONNEL PROGRAM

Viewed broadly, the responsibility of the personnel organization is to create a favorable school environment for the student, and to maintain a helpful attitude toward him. Actual development of body, mind, and character must come through the activity and effort of the student himself. The personnel program must be so devised and administered as to stimulate and encourage the student. It must be flexible, in recognition of individual differences.

In dealing with junior college students, an attempt should be made to realize a fair compromise between the rigid supervision of the secondary school and the extreme freedom of college upper classes.

THE ORGANIZATION

The chief personnel officer.—This officer takes initiative and responsibility for the whole personnel program. In our junior colleges he is the junior college head, or a professor or administrative assistant appointed by the head. Usually he has a personnel cabinet, made up of faculty representatives of the several undergraduate schools of the University.

The function of the chief personnel officer is mainly that of a coordinator. He assigns students to their advisers, and directs the efforts of the advisers. His work includes the supervision of curriculum guidance and the organization of the work of vocational guidance. He also takes the responsibility for administration of the health service. He should be permitted to share in the selection of instructors and others who are to serve as ad-

visers, so that he may be satisfied as to their personal fitness for the work.

This officer also has direct contacts with the students in a number of ways. He is available for conferences during school hours. He handles the more difficult cases referred to him by the faculty advisers, acting as advocate with officials or teachers and referring to parents or guardians as seems to be necessary. He studies cases of withdrawal from school. He administers ordinary disciplinary actions, or strives through conference to obviate this necessity.

The chief personnel officer takes a responsibility for contacts with parents, secondary schools, other colleges, employers, and the public, to an extent that would not be expected of him in a larger school. He maintains contact with former junior college students, whether in other schools or employed. He has a function in placement and in giving recommendations.

The faculty advisers.—In our plan, most of the student advising is done by faculty members. Students are assigned to advisers who continue in that relationship semester after semester, unless there is reason for a change. Each adviser works with only ten or fifteen students, preferably those enrolled in his classes, at least in the beginning of the association.

At the outset, the conferences with students are definitely scheduled. Some of the students most in need of help might avoid conferences otherwise. The important thing is that conferences shall actually occur. These may be supplemented by informal conversations as often as is convenient or desir-

able. Each adviser has access to a room where private conferences may be held. Students are made to feel that they can come for help voluntarily and at any convenient time.

With regard to curriculum guidance, faculty advisers function in pre-registration procedures, on registration days, and at later times. The work of registration days is reviewed as soon as leisure permits, to detect and correct possible errors in judgment. Special attention is also necessary when four-weeks grades are reported for probationers and when the six-weeks intra-semester grades are reported for all students.

With regard to vocational guidance, the function of the faculty adviser involves chiefly the dissemination of information, thus providing "vocational exposure." The student must make his own decisions.

Some faculty members also have an advisory function with regard to student groups, such as governmental, athletic, literary, and dramatic organizations. Advisers of group activities co-operate with the advisers of individual students comprising these groups.

Co-ordination with the campus organization.—The work of the advisers and of the chief personnel officers in the junior college centers is closely co-ordinated with that of the campus Personnel Council, with the Department of Research in Higher Education, with the offices of the Dean of Men and Dean of Women, and with other campus officers who deal with personnel problems. Representatives from the junior colleges attend meetings of the Personnel Council and serve on its committees. Campus officers

endeavor to give special attention to incoming junior college transfer students.

THE PROGRAM

Freshman orientation.—Freshman Week, in our junior colleges, is most often combined with the first school week. Psychological and placement tests, physical examinations, tests of vision and perhaps of hearing are administered. A talk is given to the freshmen by the chief personnel officer, who introduces himself and explains the advisory plan, student customs, and similar matters. Group meetings are addressed by faculty representatives of the undergraduate schools of the University. Talks are also given on such topics as the budgeting of time, suggestions for methods of study, and course regulations. An effort is made to articulate later advisory work with the program of Freshman Week.

Remedial program.—Early interviews are held with all students who show up poorly on the tests, or on their high-school records. Remedial classes that are provided include: How to Study, Sub-Freshman English, Sub-Freshman Mathematics, and perhaps Reading. Students are sometimes referred to local high schools for needed prerequisite courses to be taken along with a reduced college load. A list is kept of tutors known to be capable. Where possible, classes are sectioned on the basis of student ability, as in English, Mathematics, Chemistry, and Accounting. Maladjustment cases require that a check be made on health, outside work, time spent in commuting, in study, et cetera. Problems of immaturity, emotional problems, matters of

home adjustment, and other personal relationships must be considered.

Superior students.—An effort is also made to identify superior students through a study of test scores and high-school records. Some special attention is given to these students, and more should be given. Encouragement is provided through rewards and general recognition. Certain special facilities are put at the disposal of superior students.

Function of the faculty adviser.—As the acquaintance between adviser and advisee grows, the adviser will find himself giving considerable personal advice as well as curricular and vocational guidance. In all of these relationships, the student is led to make his own decisions. Self-analysis and self-reliance are encouraged. The adviser is urged not to take too much responsibility on his own shoulders, but to recognize where his own skill ends, and send the students to others for additional help.

Disciplinary actions.—For the most part, these include such formal actions as probation, removal of probation, continuance on probation, and dropping for poor scholarship. Matters involving personal relationships and property rights rarely become matters of discipline where a personnel program is thoroughly administered, especially where students live at home and are on school premises only during class hours.

Contacts with parents and with high-school principals.—These contacts are grouped together because they represent an effort to get as much information as possible about the student in order to help him intelligently, and to get as much

new information as possible back to those persons who are most vitally interested in his progress. Especially noteworthy here is the Chancellor's Reception, at which parents receive grades of students, have conferences with instructors, and hear an address by the Chancellor of the University. Parents are also frequently met in the office, sometimes in the homes before registration of the students, and often in casual conversations. Intra-semester and semester grades are sent to the parents. First semester records of freshmen are sent to high-school principals. Letters are sent to both parents and principals on occasion. This opportunity of co-operation with high-school principals is one of the most fortunate features of our junior college program. The college personnel officer is thus afforded the advantage of having available much valuable information about the students, gained from persons who have had much experience with them, and who are capable of reporting on their abilities in a professional manner.

High-school students.—The junior college is able to maintain close contact with high-school students in the district. Information about college curricula and the work needed for college entrance is frequently given. Students even of junior high school rank ask for advice. Upon invitation, conferences are held with senior classes and talks are given at high-school assemblies. The junior college sponsors competition in sports for the high schools, such as basketball free-throw contests, girls' play days, and track meets. The faculty members assist with Forensic

League competitions and other academic contests among high school students of the district.

Teaching and course work.—Even in the classroom, teachers are urged to be "guidance conscious." There must be recognition and consideration of the student as an individual. Conscious attention should be given to possible improvement of teaching method.

Placement and recommendations.—An effort is made to obtain part-time work for students who are in need of it. We co-operate with public employment agencies, industries, and business houses. Recommendations are constantly being written for students entering employment, for former students changing positions, and for pre-medical students and other students transferring to other schools.

Cumulative personnel record folders.—This record is to be both cumulative and permanent. Such material must be held confidential, and made available to authorized persons only. In these folders it is important that the pre-college record be entered; that all test scores and grades be entered promptly; that records of personnel conferences be entered at intervals; that records of participation in student activities be recorded.

Along with the folders just mentioned, we use sheets on which advisers may report records of conferences; smaller cards for scheduling conferences and making immediate records of conversations; and sheets for the temporary records of participation in student activities, test scores, etc. Advisers are asked to keep these records in the background during actual conferences, so that the student will

not feel that he has become "Exhibit A" or "just another statistic."

Much of the material in the outline above represents accepted procedures in college personnel work, modified to fit both the limitations and the opportunities found in these three junior colleges. Features believed to be distinctive or especially appropriate to the junior college situation include: (1) The close contact with secondary schools, with their pupils, faculties, and principals. This results in better understanding of the college program, better preparation for its work, and less shock in transfer from high school to college. (2) The close contact with parents, both before and after as well as during the students' terms of residence. This is especially desirable since the students are for the most part living at home. The parent is often a valuable ally in the educational process. (3) The extent to which the personnel organization sponsors the students' entrance into employment or into other schools, taking a personal interest in the continued progress and success of the individual. An effort is made to maintain a close connection between college education and the demands of citizenship in the home community. Relationships between school, pupil, and employer can be more intimate and more effective, because all are located together in the same community.

One of the merits of these new institutions (the junior colleges) will be keeping out of college, rather than leading into it, young people who have no taste for higher education.—A. LAWRENCE LOWELL.

A Visitor at the Joliet Junior College

W. W. HAGGARD*

An English-speaking educator from abroad will find the Joliet township secondary schools of Joliet, Illinois, consisting of a junior college, a four-year high school, a continuation school, an evening school, an Americanization school, and a summer school, all administered by the Joliet Township Board of Education. The high-school district is the township, which includes the city of Joliet and its environs, the population of which is about 75,000.

Our visitor will soon recognize that the Joliet Township High School and Junior College is committed to the program that the high school and the junior college are one unit in secondary education. The college and the high school are housed in one very large plant. The administration of the high school and college, and the other schools as well, centers in the superintend-

ent as the chief executive officer of the board of education.

The dean of the junior college is related administratively to the institution in the same way that the director of the evening school or the vocational director is related to it. The head of a department in the college is the head of that department in the high school. The dean of women in the college is the dean in the high school. The director of vocational education supervises industrial training in the college, high school, evening school, and continuation school. The administration and supervision of the institution is, therefore, vertical.

Instructors may be observed teaching both high-school and college classes. The training requirement for the academic teachers in the high school, as well as in the college, is the Master's degree. Graduates of the junior college returning from universities testify that not only have our teachers the academic training and instructional ability necessary but a great interest in the individual student.

There is no question but our visitor will recognize instantly that the junior college and high-school groups can live together peacefully in the same building. The difference between the appearance and behavior of high-school seniors and college freshmen is not so significant as many would have us believe. The college and high-school students intermingle in the cor-

* Superintendent, Joliet Township Junior College, Joliet, Illinois. This is the sixth in the series of articles on representative junior colleges. For method of choice of institutions see *Junior College Journal* (June 1931), I, 552-54. In each article the administrative head of the institution has been asked to answer in his own way the problem: "An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much of it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

ridors, but the former possess certain corridor and library privileges denied the latter. It might be said, however, that the college has a separate library, which consists of seven thousand volumes and thirteen hundred pamphlets, and separate science laboratories. The junior college office, separate from the general offices, is located near the library, around which revolve many college activities.

One would expect our visiting educator to make inquiries regarding the trend in enrollment. At the opening of this school year, the college department faced an unusual increase of more than one hundred in enrollment, which is by far the largest in its history, the explanation of which is partially the present economic disorder. Other causes are the expanding usefulness of the junior college, the growing demand for training beyond the high school, and a better understanding of the junior college on the part of parents.

Our visitor will find a reasonably well-developed program of student activities, including athletics, the paper, debate, dramatics, student council, and clubs. The athletic program includes basketball, baseball, track, tennis, and golf for men and some intramural athletic activities for women. The junior college play provides each year several hundred dollars for the loan fund, which is used in assisting junior college graduates in the upper division of the university.

Essential to the success of the student activity program is the compulsory activity fee of five dollars each semester. From the funds derived from this fee, the athletic program is largely financed, the

paper entirely financed, assembly speakers provided, and the expenses of social activities met. The distribution of the activity-fee funds is as follows: interscholastic athletics 30 per cent, intramural athletics 7½ per cent, college club (assembly speakers) 10 per cent, dramatics 10 per cent, social and recreational activities 17½ per cent, paper 10 per cent, commencement banquet 7½ per cent, miscellaneous (includes debate) 7½ per cent.

The curricula offered are literature and arts, engineering (civil, electrical, chemical), pre-medical, pre-dental, pre-legal, pre-commerce and general business, industrial administration, teacher training, junior electrical engineering, and nurses training. Only the last two do not prepare for the upper division of the university, which fact will undoubtedly induce our visitor to ask some questions.

The junior electrical engineering curriculum was introduced two years ago last September. This statement may be found in our current bulletin:

It is not possible to step from a junior engineering course into a four-year engineering course at the end of the sophomore year. Any young man enrolling in a two-year terminal course in junior engineering should thoroughly understand this situation and thus avoid possible disappointment later.

The first students enrolled in this curriculum were graduated last June and part of them now have positions. It is the opinion of many industrial leaders that industry has a place for the student who has had two years of engineering of the ter-

terminal type above his high-school training. The equipment which the junior electrical engineering students use includes all of the elaborate equipment in the Smith-Hughes electrical department of the high school, with its five full-time instructors.

The courses for nurses were introduced two years ago, with the local hospital providing the practical training and the junior college the theoretical. The following short courses are given: chemistry, foods and nutrition, anatomy, psychology, drugs and solutions, and bacteriology. The terminal nature of these short courses is very desirable at present. The hospital, however, hopes to have this training accredited some time in the future by universities that have the four-year curriculum for nurses.

The teacher-training curriculum, which may also induce our visitor to ask some questions, meets the requirements for the first-grade certificate issued by the Illinois State Examining Board. It is so organized that practice teaching may be had in the elementary schools of Joliet under the direction of the supervisor of instruction. Six semester hours of credit are given toward graduation from the junior college for practice teaching taken five half-days for eighteen weeks. Since the elementary schools are administered under a board of education independent of the high-school board, arrangements have been made whereby the elementary schools are paid fifty dollars a semester by the junior college for each student enjoying practice-teaching privileges.

An inquiry regarding curriculum revision will reveal that experi-

mentation is being conducted in chemistry and American history. Both high-school seniors and junior college freshmen elect the same general course in chemistry, which course in content and methods is distinctly on the college level. For several semesters students completing this unit in chemistry have been administered the Iowa general chemistry test with results even superior to the results secured when Stoddard administered the test to Illinois, Oklahoma, and Purdue freshmen. Our high-school graduates are granted college credit at several universities on the basis of data at hand, if fifteen Carnegie units exclusive of chemistry are presented for admission. Considerable duplication of curriculum content is removed and the chemistry instruction improved. Also, learning is more effectively motivated. The twelfth year, often the most unprofitable in high school, may be enriched by such courses.

A year ago last September a year course in American history on the college level was introduced with two selected groups of high-school seniors electing it. Last June these two groups were administered the same test that was given to the American history groups in six different junior colleges, but the results were not so conclusive as the results in chemistry. The experiment is being continued this year with a great deal of interest. It probably should be said that social science curriculum content does not lend itself to standardization to the same extent possible in the more exact subjects.

Finally, our visitor will find that the evidence we now have indicates the success of our product in the

upper division of the state university. A year ago this fall the scholastic records of the Joliet Township High School graduates entering the University of Illinois as freshmen the last ten years and the graduates of the Joliet Junior College entering as juniors were secured. Only the records of these students during the junior and senior years at the university were considered. Results are summarized in Table I.

TABLE I

SCHOLASTIC STANDING OF FORMER STUDENTS OF THE JOLIET TOWNSHIP HIGH SCHOOL AND JUNIOR COLLEGE IN THE SENIOR COLLEGE OF THE UNIVERSITY OF ILLINOIS, 1920-30

	Number	Minimum Grade-Points	Maximum Grade-Points	Average Grade-Points
High-school graduates entering as freshmen...	49	-.25	2.85	1.18
Non-graduate students from junior college ...	60	-.66	2.90	1.09
Junior college graduates ...	82	-.40	2.90	1.47

The factor of inherent mental ability is not considered since the testing program for our high-school freshmen was not introduced until 1922, and the mental test scores for students entering the university prior to 1926 are not available. Allowing for the fact that the mental ability cannot be correlated with scholastic achievement at the University of Illinois, it is reasonable because of the wide margin to conclude that the Joliet Junior College product is well prepared for the junior year at the university.

DEATH OF EX-PRESIDENT

Early in December occurred the sudden death of Jesse Virgil Vermillion, one of the leaders in the Baptist church in Texas. For ten years following its organization he was president of Jacksonville College, Jacksonville, Texas.

MARRIED INSTRUCTORS

Four of every five of the men instructors in both public and private junior colleges are married, and four of five of the women instructors are single, according to the Federal Office of Education. The majority of all engaged in junior college instruction, public and private, are married. There is slight difference in percentage for the two types of institutions. Divorces and second marriages are negligible. The number of widows and widowers is extremely small.

SOCIAL SCIENCE SOCIETY

Recently, at Penn Hall Junior College, a social science honorary society has been organized for which the name Kappa Zeta has been chosen. Students are elected to membership after having shown ability and interest in two or more courses in the department. Miss Cathryn Paswaters, of New Haven, Connecticut, has been elected president; Miss Lucie Voorhies, of London, Ohio, vice-president; and Miss Jean Kottcamp of Kenwood, Chambersburg, Pennsylvania, secretary. Junior colleges interested in forming a similar society may learn more of the details by writing to Miss Kottcamp.

The Junior College: Objections and Dangers

RALPH T. BISHOP*

What are the objections to the junior college? What are the dangers connected with it? In answer to these questions, herewith is presented a digest of opinion, gathered largely from the very limited literature directly opposing the junior college. Quoted also are writers who, while favoring it, at the same time see points where danger lies and where adverse criticism is warranted. It is not the purpose of this article to present facts either to support or to attack these opinions, some of which clearly are false, others worthy of serious consideration. It is not presumed that these views set forth all the dangers and objections, but rather only such as seem evident in material at the writer's disposal. They are grouped as seen from five general standpoints.

ORGANIZATION, ADMINISTRATION, AND CURRICULUM

Distinctive cultural atmosphere of American colleges endangered.—One of the chief objections to the junior college is that it means the "substitution for the old-time college cultural atmosphere and spirit

of a mere educational program of too brief a duration and of too practical a bent (and too local as to its body of students) to permit of the best in the way of culture that the college of the past has been able to bestow."¹

The junior college, "if unrestrained," says Palmer, "would abolish the proud distinction between American and European universities. . . . With us more than half of our college men are not aiming at a professional life and yet are ready to devote four years to cultural study. That is a condition unknown abroad. We draw no sharp deciding line between our scholars and our business men."² Again he declares that "the unique intermediate culture college of America will disappear, and with it the great troop of men and women who, having had contact with scholarship, have become leaders in idealism and centers of civilization for our waste places. The financial backing of these persons, the main support of our colleges hitherto, now ceasing, we must, like the universities of Europe, come into dependence on the State and let our politicians refuse money if we teach such sciences as they do not like."³

Ill effects of eliminating first two years from university.—The junior college movement seems to foreshadow the eventual elimination, to a large extent, of the freshman and sophomore years from our universities. Sachs pictures the situation thus:

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¹ Stanwood Cobb, *The New Leaven* (John Day Company, New York, 1928), p. 335.

² George Herbert Palmer, "The Junior College Again," *Atlantic Monthly* (December 1927), CXL, 828.

³ *Idem*, "The Junior College," *Atlantic Monthly* (April 1927), CXXXIX, 501.

Several results will positively follow the adoption of the new plan: we shall be losing another of the supports that still remain to us for cultural efficiency; we shall offer a diluted substitute of teaching for work that has the tradition of efficiency behind it and has striven of late to heighten this efficiency; and we shall reach a further distortion of the high school by forcing into still greater prominence the university standard as its goal. . . .⁴

Cheap vocational schools call themselves junior colleges.—Many cheap vocational schools, which "sometimes call themselves junior colleges," have sprung up in the country. Referring to certain types of them, Palmer says "they may be well worth attending for their own domestic purposes, but one must not expect to find in them a substitute for the first two years of a college course."⁵

University domination and the failure of junior colleges to meet local needs.—Lack of definite terminal courses in a large number of junior college catalogues indicates the danger of making preparation for university the chief function of

the junior college. In 1916, Dean Lange said that "the junior college will function only if its first concern is with those who will go no farther, if it meets local needs efficiently, if it turns many away from the university into vocations for which training has not hitherto been afforded by our school system."⁶ Twelve years later Cooper declares: "At the present time few of the junior colleges have realized the dean's vision, although some of them . . . have made splendid progress in this direction."⁷

Holliday makes the following statement:

. . . . This attempt of the state or of the state university to declare what shall or shall not be taught in a local college means a dangerous centralization of power and a dictation from above that is absolutely foreign and inimical to the spirit and purpose of the American form of college education. It is imposing upon a community, from above, a set form of education, instead of allowing the community to evolve the type of higher education needed in that community.⁸

Another angle of the situation is seen in the statement that "educational functions peculiar to the theory of the junior college have to a large extent been lost to sight in the desire to emphasize this type of institution as a source of relief from overcrowded colleges and universities."⁹

Compromise between a new educational idea and the conventional organization.—There is danger in adopting the new while at the same time attempting to retain the chief characteristics of the old. In the opinion of Koos, "it is essential to the service to be rendered by the

⁴ Julius Sachs, "The Elimination of the First Two College Years: a Protest," *Educational Review* (December 1905), XXX, 491.

⁵ George Herbert Palmer, "The Junior College Again," *Atlantic Monthly* (December 1927), CXL, 830.

⁶ Alexis Frederick Lange, "The Junior College, with Special Reference to California," *Educational Administration and Supervision* (January 1916), II, 4-5.

⁷ W. J. Cooper, "The Junior College Movement in California," *School Review* (June 1928), XXXVI, 421.

⁸ Carl Holliday, "Junior Colleges—If," *School and Society* (February 21, 1920), XI, 213.

⁹ Arthur J. Klein, "The Junior College," *School Review* (March 1928), XXXVI, 174.

junior college movement that it be regarded not with the bias imposed by the conventional organization, but rather in the light of all its possible significance in the reorganization of our system of schools."¹⁰

Temptation to develop junior colleges into four-year colleges.—Campbell strongly objects to the attempts of local people and organizations to develop their community junior colleges into four-year colleges.¹¹ He believes that such a move would be a signal for a dozen other communities to follow their example. Started at first by local support, these colleges, weak in facilities, libraries, and faculty, would in a few years call upon the state for support.

Danger of low educational standards in junior colleges.—Fearful of the quality of work done in junior colleges, Sachs declares that "at the college stage at all events it ought to be safe to ignore mediocrity as a standard and make intellectual vigor the unit of measure."¹² Cobb adds that "educational authorities will naturally look askance at a new movement which may for the time being tend to bestow the dignity of 'junior college' upon mere

finishing schools possessed of but superficial educational standards."¹³

Junior college may not be genuine college if attached to high school.—With regard to the junior college which may be merely a "glorified high school," Holliday feels "fairly certain" that

it is not going to be a genuine college if managed, or, rather, mismanaged, by a school board already overwhelmed with the problems of elementary and secondary education; it is not going to be acceptable if superimposed upon a high school by state authorities who shall dictate it into lifeless formalism. If the junior college is to attract students and hold them; if it is to draw instructors of intellectual standing and scholarly training, it must be absolutely separate from the high school and the city school system in general; it must possess separate equipment, a separate executive, a separate faculty, a separate board.¹⁴

Danger in ease of attaching junior college to existing high school.—Koos suggests that the very facility with which this extension of secondary education may be tacked on to the existing high schools may lead to some unforeseen difficulties.¹⁵ For example, the junior college may require room and financial effort which will in time be needed for the extension of the regular high school.

Average city school board not prepared to handle college problems.—In the opinion of Holliday, "the average city school board is totally unprepared to tackle college problems. Indeed, it is doubtful whether the typical member of a town board of education understands the problems of higher education."¹⁶

¹⁰ Leonard V. Koos, "Conditions Favor Integration of Junior Colleges with High Schools," *School Life* (May 1927), XII, 164.

¹¹ W. W. Campbell, "The Junior Colleges in Their Relations to the University," *California Quarterly of Secondary Education* (January 1927), II, 99.

¹² Julius Sachs, *op. cit.*, p. 494.

¹³ Stanwood Cobb, *op. cit.*, p. 336.

¹⁴ Carl Holliday, *op. cit.*, p. 214.

¹⁵ Leonard V. Koos, *The Junior College Movement* (Ginn & Company, Boston, 1925), pp. 402-403.

¹⁶ Carl Holliday, *op. cit.*, p. 211.

Average city superintendent not prepared to administer junior college.—Holliday questions the city superintendent's ability to administer a college:

.... Has the average city superintendent, even in our large cities, the intellectual qualifications, the grasp of the purpose and principles of higher education, the peculiar genius, necessary for making of a genuine college executive? Indeed, if such a superintendent has been trained right, either in normal school or teachers college, he is not thinking in college terms but in terms of elementary and secondary education.¹⁷

LOCATION AND SUPPORT

Hasty reorganization of educational system by legislative enactment.—Campbell thus warns against legislative haste in educational reorganization:

But I would advise with all the emphasis of which I am capable that we do not attempt to bring these results about suddenly, by legislative fiat; results achieved in that manner would be exceedingly unfortunate for all institutions concerned: the junior colleges, as well as the State University and other leading universities. If conditions in a highly complicated organism such as a state-wide school system have, by process of evolution

covering decades, reached a state which does not satisfy us, the thoroughly unwise and bad procedure would lie in trying to go suddenly by legislative act to the system we should like to have.¹⁸

Political location.—The method by which the need for and location of a college is determined is a vital thing. Koos says:

Doubtless the most significant admonition to be made where state encouragement or establishment is contemplated is to urge scientific rather than "political" location. Experience has often shown that location by log-rolling results too much in mislocation, as is demonstrable in certain instances where normal schools or other higher institutions have been established without regard to sources of student body, etc.¹⁹

Location where other colleges exist.—There is danger in locating a junior college in territory already served by another higher institution. Koos declares that "a condition complicating an adequate solution is to be found in those communities in which higher institutions, some public and others private, are already in existence. Their presence cannot be ignored."²⁰ Leonard says that "only in the very large cities is it possible to maintain a junior college and a normal school without mutual injury."²¹

Danger to existing high schools.—In defending the rights of existing high schools, Koos states that "no plan of establishing junior colleges can be defended if it involves a large element of hazard to efficiency of levels of school work which may be regarded as having prior claims to adequate support."²²

Inadequate financial background.—Authorities seem to agree that

¹⁷ *Ibid.*, p. 211.

¹⁸ W. W. Campbell, *op. cit.*, p. 98.

¹⁹ Leonard V. Koos, *The Junior College Movement* (Ginn & Company, Boston, 1925), p. 419.

²⁰ *Ibid.*

²¹ Robert J. Leonard, "Suggestions for the Place and Function of Junior Colleges in a System of Schools," *Eighth Yearbook of National Association of Secondary School Principals* (1924), p. 109.

²² Leonard V. Koos, *The Junior College Movement* (Ginn & Company, Boston, 1925), p. 414.

here lies the greatest peril to the establishment and successful operation of a junior college. Proctor concretely points out the results of inadequate financial basis:

.... In California, under the original law, which permitted the forming of junior college departments in high school districts having a minimum of three million dollars tax valuation, nine or ten junior colleges have been born, only to meet an untimely death through malnutrition.²³

Continuing, he states his opinion as to the minimum valuation upon which a junior college should operate:

The best policy for a state which wishes to encourage the establishment of permanent, worth-while junior colleges to pursue, is to fix ten million property valuation as the absolute minimum, and to encourage the organization of union and joint-union junior college districts.

Inadequate student body.—Work of acceptable standard is well-nigh impossible with a meager student body. "Many of the present junior colleges are built upon a high

school enrolment precariously small in itself."²⁴ In the opinion of O'Brien, "the minimum number of students which can be regarded as adequate for establishing a junior college will usually be well in excess of one hundred."²⁵ Leonard claims that "junior colleges should only be organized where an average daily attendance of two hundred can be maintained."²⁶

Danger to finances of higher institutions.—In some states where the establishment and maintenance of junior colleges is not adequately provided for by law there is danger that such colleges may be started as purely local undertakings, and, through political manipulation, eventually become state supported. The state may already be taxed to the limit to support, perhaps inadequately, its existing higher institutions.

EQUIPMENT AND FACILITIES

Inadequate quarters.—The policy of housing the junior college in quarters not adequately separated from the high school is open to question. Seashore believes that "at the end of the high school course the pupils are at the stage at which they need a radical break or fresh start in the way of motivation and application. They need specifically to get away from their high school associates and activities and enter upon what will seem to them a dignified and serious arena."²⁷

Inadequate laboratory facilities.—Various standardizing agencies have seen the danger of attempting to teach junior college science with regular high-school laboratory facilities, and are attempting to set standards which will insure adequate equipment for such work.²⁸

²³ William M. Proctor, "The Place of the Junior College in Educational Reorganization," *The Junior College: Its Organization and Administration* (Stanford University Press, 1927), p. 192.

²⁴ Carl Holliday, "This Junior College Movement," *School and Society* (December 28, 1929), XXX, 888.

²⁵ F. P. O'Brien, "Conditions Which Justify Establishing a Junior College," *School Review* (February 1928), XXXVI, 129.

²⁶ Robert J. Leonard, *op. cit.*, p. 108.

²⁷ Carl E. Seashore, "Education for Democracy and the Junior College," *School and Society* (April 23, 1927), XXV, 478.

²⁸ F. L. Whitney, *The Junior College in America* (Colorado State Teachers College, Greeley, Colorado, 1928), p. 83.

Inadequate library facilities.—The *College and Reference Library Yearbook* pictures the situation with regard to junior college libraries as follows:

It is not too much to say that at present the junior college libraries as a group fall far short of efficiency either in service or in books. This deficiency is one of the most serious counts against the junior college as it now exists.²⁹

FACULTY AND TEACHING

Training of faculty.—The fact that some standardizing agencies do not yet require a Master's degree of junior college instructors,³⁰ though many of them do, is evidence that caution is necessary with respect to the training of the faculty. In the judgment of Koos, "there should be continued insistence on an approach to and attainment of standards as these are seen to be operative in colleges and universities."³¹

Salary of faculty.—With an ever increasing number of teachers fitting themselves for work in junior colleges, an over-supply of junior college instructors may result.

²⁹ "Junior College Section of American Library Association," *Junior College Journal* (October 1930), I, 47.

³⁰ F. L. Whitney, *op. cit.*, p. 89.

³¹ Leonard V. Koos, *The Junior College Movement* (Ginn & Company, Boston, 1925), p. 79.

³² F. L. Whitney, *op. cit.*, p. 90.

³³ "The Junior College Menace as Seen from Within," *Atlantic Monthly* (June 1927), CXXXIX, 812.

³⁴ Carl Holliday, "Junior Colleges—If," *School and Society* (February 21, 1920), XI, 212.

³⁵ Julius Sachs, "Junior Colleges in California," *Educational Review* (February 1918), LV, 120.

Care must be taken lest this over-supply pull salaries down and thus keep the best teachers out of the work.

Teaching load.—Efficient college teaching will be next to impossible if junior college instructors are given a teaching load as heavy as many high-school teachers carry. Accrediting agencies, as a rule, agree that the teaching load of a junior college instructor should not exceed eighteen hours per week.³²

Promotion of high-school teachers to junior college positions.—An anonymous writer in the *Atlantic Monthly* states that "if junior college jobs are filled indefinitely from the high school ranks, then higher education in America has received a body blow."³³ "The average high school teacher," says Holliday, "is not trained—nor should he be—for the advanced instruction required even in junior college."³⁴

Teaching of high-school classes by junior college instructors.—Sachs declares that "unless a special body of teachers is appointed for the peculiarly collegiate type of work, the same teacher will be expected to handle his topics now as a college subject, now on secondary school lines. Few are sufficiently adaptable to approach their subject in its various phases equally well from so different an angle."³⁵

Teaching of junior college students after high-school methods.—In this objection, closely akin to the preceding one, Miss Burnham says:

Every freshman should leave the high school behind him. The separate junior college tends to grow up out of high school systems, to be manned by instructors whose habit has been the teaching of high school children; to emphasize drill (for

which I have all respect), but not to bring into the center of consciousness the methods or the problems of creative scholarship.³⁶

Appointment of junior college instructors.—An anonymous author fears that if college teachers are appointed by the superintendent of schools or the small college president, patronage, politics, etc., will enter in, in contrast to appointment in the university where approval by the president is "largely formal" and where instructors are chosen for "special expertness."³⁷

Freedom of teaching in junior college.—The same author is also of the opinion that "the local institution is too near its public, and this public exercises an interfering and sometimes demoralizing control. Too many pastors scrutinize the reading lists; many parents are frightened by the theoretical radicalism of exploring youth, and want the mental traveling curtailed. State universities complain of popular pressure, but the long-distance pressure they protest is nothing to that of the father-on-the-spot!"³⁸

STUDENTS

Junior college may kill the initiative of the brilliant student.—There

³⁶ Josephine M. Burnham, "The Junior College Movement," *New Republic* (May 10, 1922), XXX, 315.

³⁷ "The Junior College Menace as Seen from Within," *Atlantic Monthly* (June 1927), CXXXIX, 811.

³⁸ *Ibid.*

³⁹ *Ibid.*, p. 812.

⁴⁰ *Ibid.*

⁴¹ *Ibid.*, p. 811.

⁴² Carl Holliday, "Junior Colleges—If," *School and Society* (February 21, 1920), XI, p. 212.

is a belief that the brilliant youth is in danger of "being caught in the junior college trap" where he "starves intellectually and grows warped and bitter under administrative repression."³⁹

Junior college may not hold students from going to university.—With reference to the claim that the junior college will serve as a "protective sieve" to prevent students who lack the capacity to profit by higher education from going on to the university, the assertion is made that "we have no assurance that, by junior college aid, such students will not go on to the higher institutions in greater numbers."⁴⁰

Junior college faculty may deaden student activities.—The same author also states that:

The value of a genuine college experience comes not alone from books, but from the social and intellectual contacts of student life. . . . The junior college faculty, habituated to the detailed supervision of extra-curricular interests proper to the secondary school, employs the same method with older students, with the result either of killing interest in extra-curricular affairs or of depriving them of developmental value.⁴¹

Junior college may not satisfy a boy's idea of going to college.—"It is a poor understanding of a boy's nature," says Holliday, "to believe that he will be contented in his 'college days' to tramp the soil and walk the same halls with high school 'children'."⁴²

Junior college student needs to break away from home influence.—Palmer states the objection here as follows:

. . . . The junior college boy goes back from his classes to the family circle,

whose point of view continues to dominate his mind, so that his resistance to new ideas is stiffened and he misses the mental loosening up that comes from transplantation to new surroundings.⁴³

College student should not be surrounded by atmosphere of high school.—Miss Burnham asks: "Should an underclassman be surrounded by the influence, critical standards, methods, and spirit of a high school, or by something approaching those of a university?"⁴⁴

Student body of junior college will lack in scholarliness.—In the judgment of the Editor of the *American Educational Digest*, "the junior college will lack in scholarliness of student body. In the regular college, three-fourths of the students are the freshman's superiors in age, experience, and education. The student is compelled to depend more upon himself, to meet new people, and to adjust himself to a new environment. The importance of these factors in education cannot be over-emphasized."⁴⁵

Junior college does not provide contact with outstanding instructors.—Miss Burnham tells of the outstanding men who had charge of freshman-sophomore courses which she took in college. She asks: "What separate junior college could have offered me the like?"⁴⁶

⁴³ "The Junior College Menace as Seen from Within," *Atlantic Monthly* (June 1927), CXXXIX, 810.

⁴⁴ Josephine M. Burnham, *op. cit.*, p. 315.

⁴⁵ "The Junior College," *American Educational Digest* (April 1928), XLVII, 361.

⁴⁶ Josephine M. Burnham, *op. cit.*, p. 315.

JOHNSTOWN ACTIVITIES

A delegation of Johnstown students met with groups from ten other colleges of western Pennsylvania, Ohio, and West Virginia, in an intercollegiate, model disarmament conference which convened in Pittsburgh on January 8, 9, and 10. The viewpoints of the various nations were represented by the several college teams. The Johnstown team presented the viewpoint of Poland. Archery and riding for women students and a rifle team for the men are among new student activities in the Johnstown Junior College of the University of Pittsburgh. Altogether the student body supports eighteen well-organized activities, most of which have continued through the five years of history of the institution. The men's basketball team is playing a schedule consisting in its entirety of games with college freshmen teams. No other junior colleges within reasonable traveling distance are supporting basketball teams this year. A new recreation building for men students is to be constructed during the current session. An R.O.T.C. unit was established in February by the military department of the University, so that men at the junior college will have the same option between physical education and R.O.T.C. as is offered the men on the campus.

WASHINGTON REORGANIZATION

The reorganization plan of the Washington Education Association calls for five departments—elementary school, junior high school, high school, higher institutions (including junior colleges), and administration.

Junior College Semi-Professional Curricula

RAYMOND E. DAVIS*

The recent exhaustive investigation carried out under the auspices of the Society for the Promotion of Engineering Education emphatically points to a grave deficiency in American education, when it calls attention to the opportunities which exist in the various branches of industry for those technically trained, and at the same time indicates how far this country is behind the progressive countries of Europe in providing opportunities in the fields of technical education intermediate between the trades and the professions. From my own professional experience as an engineer, coming into fairly intimate contact with many industries, I have long felt it as a serious indictment that our secondary schools should pay so little attention to this type of training. So far as I am able to determine, with few exceptions outside the field of agriculture, which is served to some extent by two-year agricultural schools, adequate semi-professional training beyond the high-school period is provided either by schools conducted by the industries themselves or by technical institutes run for private gain.

In other words, our educational system has given all attention to the development of training meth-

ods adapted to the extremes. On the one hand are the vocational schools providing for the trades; on the other hand are the universities and other degree-granting institutions providing extended curricula in the academic and professional fields. This is not a theory but a fact, and, if those who guide the destinies of secondary education are to do their part, this deficiency must be corrected. We must no longer neglect the needs of that middle group upon whose adequate training the future prosperity of this nation so clearly depends.

In spite of their remarkable growth in number and in student enrollment, in spite of the years that have elapsed since their organization as state institutions, the junior colleges continue to imitate very closely the freshman and sophomore years of four-year, degree-granting colleges; they still remain essentially fitting or preparatory schools for the upper division of our universities; and that function of providing technical training for those whose aptitudes lie in fields other than the trades or the professions has been very largely neglected.

While exact figures are not available, it appears probable that not more than one quarter of those at present enrolled in the public junior colleges of the state would have been admitted to the University of California or comparable institutions, yet it seems likely that

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nine-tenths of those enrolled are pursuing courses of the conventional academic or pre-professional type, taught in the conventional academic manner by teachers whose experience extends not beyond the confines of classroom—all this in spite of the fact that but a relatively small number of these students are of the academic or professional type and but a relatively small number have even a remote chance of continuing their formal education beyond the junior college period.

CAUSES OF FAILURE

On whom rests the responsibility for the failure of the junior college to rise to this educational opportunity? This is not an easy question to answer, but I suspect that many of us, directly or indirectly, have had a hand. It has been easy to teach the traditional subjects of letters and science in the conventional manner. It has been simple and relatively inexpensive to duplicate courses of the first two years of curricula leading to one or another of the academic degrees. And suitable texts have been available.

Because the universities have in general given credit in advanced standing only for courses comparable to those which they themselves are giving, particular emphasis has rested upon work of academic character, and thus a false standard of values has been created in the minds of parents and pupils, as well as in the minds of the teachers themselves.

School administrators have been so engrossed in organization and operation difficulties as to be unwilling to assume the added burdens which would come through

extending education to semi-professional fields.

Higher education has become very popular, and in the mind of the laymen "higher education" has meant "university education." Thus there has grown up on the part of pupil and parent a social prejudice against courses which do not lead to a degree.

It is true that nearly all of our junior colleges give certain courses of a vocational nature, but, with few exceptions, the work so offered is not well co-ordinated.

It is no wonder, under these conditions, that such courses have not been successful. They are perhaps shown in the catalogue and are allotted to a teacher whose major interest is in some related academic field, but few students take the courses, and they are often the mentally incompetent.

SEMI-PROFESSIONAL OPPORTUNITIES

In my own experience in the field of engineering, I recognize that there are many opportunities for men who have a training beyond the high-school stage in what may be termed the mechanic arts or secondary positions of engineering. Many of the men who now occupy such positions have, through long years, come up through the ranks, their training in the field of work in which they are now engaged having been obtained by the laborious processes of chance experience.

A considerable number of the men occupying these semi-professional positions approached their life work through the medium of a partial university course in engineering. Some of them have even graduated. But almost without exception, from the standpoint of

grades attained, their college careers would not be regarded as successful. They were clearly not the type to benefit by the highly theoretical training of the engineering college, where skill in mathematics and science is a prime requisite for success in the upper rounds of the professional engineering ladder. They clearly were of the type who would have very greatly benefited by a kind of training in what may be called the arts allied with engineering. Such men are inspectors, draftsmen, surveyors, plant operators, foremen and superintendents in charge of construction and manufacturing enterprises.

What I know to be true from my own observations in the field of engineering, others state to be true in agriculture, in wholesale and retail trade, in manufacturing, and in many divisions of industry; and the opportunities exist alike for men and for women.

The junior college should rise to its opportunity to provide this type of training, not by chance methods, but by well-directed and concerted effort; first, by making a thorough study of the needs of the various fields of industry for technically or semi-professionally trained men and women, and, second, by making a thorough investigation as to how these needs may best be met by offerings of the junior college.

I believe that the time is ripe for a very definite expansion in the direction which I have indicated. I confidently hope that with the passing of another ten years we may see the type of training offered by junior colleges quite different from that which is commonly being offered today.

Some of the colleges of the state

are already grasping this opportunity. Notable among these is Los Angeles Junior College, where, under the able and enthusiastic guidance of Dr. Snyder, during the short space of three years there has sprung up an institution with an enrollment of 3,750, of whom perhaps 80 per cent would fall into the semi-professional classification in so far as their native abilities are concerned, and thus probably not more than 20 per cent may be intellectually classified as of academic or professional mind.

Here is indeed a project in semi-professional education worthy of note, for no less than sixteen semi-professional two-year curricula are included and at the same time the work has been so organized that the academic group is not neglected. Thus is Los Angeles Junior College striving to meet the needs of the region which it serves.

Yet, in spite of the noteworthy progress so far made, I feel that this marks merely the beginning and that the possibilities of semi-professional training go far beyond present developments, not so much in number of curricula offered but, what is more important, in the organization of work of a given curriculum, both as to courses and as to character of material, so that it will better meet the needs of the technician in that branch of industry which the curriculum is designed to serve.

OBSTACLES TO BE MET

I think we all recognize the type of junior college toward which we should aim, but there are certain rather formidable obstacles to overcome before this institution is secured. One of the problems with

which we have to cope is that of public opinion, which of late years has been very much in the direction of university training.

During the era of prosperity which preceded the present depression, the fathers and mothers have said that their boys and girls must have the formal education that the parents lacked, so that the children might get on in the world and achieve a success greater than that of the parents, with less work.

The whole tendency of the times has been toward making things easy for the coming generation. Higher education has been exceedingly popular. The teachers in the high schools have imbued their pupils with the idea that to be a success they must go on beyond the high school and secure a degree.

No one has sought to show that many of the semi-professional occupations in industry actually are more remunerative than are what may be regarded as strictly professional callings and that they are carried out under equally pleasant surroundings. Few have sought to emphasize that a university education is not the only education and that a man or woman may actually be as well educated, only in a different way or in a different direction, by attending other types of institutions.

What those interested in second-day education need to do now is to change the public view in this regard. This means a real program of enlightenment. It means taking every opportunity to impress upon the pupils and their parents, first, that today the number of opportunities in the semi-professional fields is far greater than in the professional fields; second, that there are

positions of as great importance and responsibility in the semi-professional fields as in the professional fields; third, that it is no reflection upon the intelligence of a boy if he takes semi-professional work in the junior college, but that it merely means that his is a different type of mind from that required to do successful work in the more abstract subjects of the strictly professional or academic curricula.

It might do much to erase the present prejudice against other than academic courses if the certificate and diploma groupings, now so generally employed, were entirely abandoned and if definite prerequisites both as to subjects and grades were established for each junior college curriculum regardless of whether it be in an academic or in a semi-professional field. It goes without saying that the standards should be just as high, only of a different pattern, for the semi-professional as for the academic curricula.

CHANGE POPULAR OPINION

The parental attitude toward education which we should encourage is that it is an honor for any boy or girl to be engaged in work for which they have aptitude, but that a square peg in a round hole is a tragedy, regardless of the hole; that one of the functions of the high school is to find the type of hole which fits each peg; that it is not only a waste of time but may be positively detrimental to future success to force those not academically minded into our traditional four-year college.

Perhaps with the present business depression the time has ar-

rived when it will be easier to convince the public that an academic degree is not necessarily the keystone of success. I feel certain in my own mind that during the past few years, with all the good that has been accomplished by our universities, through higher education, yet not a little harm has been done to those who have sought to pursue their education in the university but who have failed and have been unable to graduate. I believe that many such young men and women have departed from the university community with the feeling that they are failures. A stigma has been attached to them because they could not achieve success as measured by the university yardstick. What a different story it might have been had there existed the opportunity for semi-professional or technical training in our junior colleges and had they accepted such opportunity!

LACK OF SUITABLE INSTRUCTORS

One of the problems facing the junior college in this movement toward the development of semi-professional curricula is that of the instructors. The whole educational background of our present junior college instructors, with few exceptions, is academic. It is a general requirement that the junior college instructor have a Master's degree with certain work in the field of education. While this requirement is probably a desirable one for members of the faculty who are to give instruction in the academic courses which parallel those of the first two years of the university, yet this requirement, so far as it is applied to instructors who are to

teach semi-professional courses, is absurd.

Rather, it is clear that what we need is a fairly extended period of practical experience in the field in which the teacher is to offer instruction, this to be followed by a relatively short period of teacher training in the fundamentals of education, with special emphasis upon semi-professional courses. This calls for a new development in teacher training, more in line with the vocational than the academic.

It certainly is folly to expect that an instructor giving a course in building construction, for example, will be able to present that subject in a way which will mean anything to his students unless he has actually been on the job, has with his own hands operated a concrete mixer, built forms, laid reinforcing steel; and this is an experience which he cannot obtain in any university. Merely because a man possesses a university degree in chemistry, even though he may have carried out brilliant research, is no indication that his training would be suitable for some of the semi-professional occupations in the oil industry; nor does graduation from a college of letters and science with a major in mathematics insure success as a teacher of surveying.

To my mind, one of the first steps in this direction should be to change our present regulations regarding qualifications for teaching positions and to recognize the importance of practical experience. We must understand that the semi-professional occupation deals largely with the practice of an art as it is applied to a particular process. And in the conduct of semi-professional courses, while scientific theory cannot be

neglected, yet it is a knowledge of practice in the development of technical operations upon which emphasis must be placed.

It would appear that for the most part instructors in semi-professional courses must be recruited from the industries themselves. It will likely be found necessary to co-operate with industry to the extent of securing a considerable number of instructors who at present are engaged in industrial work of a semi-professional character and who may be loaned by the industries to the junior colleges, perhaps on a part-time basis.

All instructors in the semi-professional fields should, I believe, have a university degree in a field allied with that in which they are doing work. I should say, for example, that a course in technical electricity should be taught by a man who has graduated in electrical engineering from a university or college of recognized standing. In this way we insure his possessing a knowledge of the fundamental principles which underlie the work which he will be teaching; but in addition he should have had practical experience of several years in the semi-professional branches of electricity such as that of power-house operation, electrical contracting, and the like. Merely to have had experience, let us say, in the field of electrical measurements in a research laboratory would not be sufficient. In fact, such an experience might prove to be harmful rather than helpful.

Again, an instructor in building construction ought to be one who has graduated from a course in structural engineering, but experience in the design of long-span

bridges would in no sense qualify him as a teacher in this field. Rather, he should have had experience as an inspector, draftsman, and construction-foreman.

It is this practical flavor which must be given to every course of semi-professional character if it is to be a success. Moreover, the instructor, to be successful, must continue to maintain contact with practice through actual work in his field.

TWO-YEAR PERIOD ESSENTIAL

Upon one thing there seems to be general agreement. That is that in practically all semi-professional fields, adequate training can be provided during a two-year period beyond the high school, but not during a one-year period. Thus, the training period should be begun as soon as the student enters the junior college. In other words, at the time of entrance, as far as possible, there should be division not only between the academic and semi-professional or technical groups, but also information should be available concerning the aptitudes of individual students in the semi-professional group.

Here, it seems to me, is a fertile field for educational investigation, to see if there may not be developed more certain methods for determining the aptitudes of students through observation during the high-school period. If this could be accomplished, it would mean a tremendous saving in our present lost motion in education. Certainly our present methods of counseling and guidance are generally most inadequate.

One of the things that appeals to me in considering the 6-4-4 plan is

that there may here exist a better opportunity to co-ordinate the work of the last two years of high school with that of the junior college. With high-school and junior college curricula developed as at present, there is a definite break at the end of the high-school period for all students, both academic and semi-professional groups. But for the majority of those who graduate from high school, just as for a majority of those who are at present in attendance at our junior colleges, the aim has all been toward the academic type of training, quite regardless of the abilities of the student.

In the last analysis, all of us who are educators are interested in what is best for the student. We are desirous of providing that type of education which will most nearly fit his needs, which will best equip him to take his place in society, and which will insure his success in the field in which his abilities lie.

NEW EDUCATIONAL JOURNAL

Educational Law and Administration is the title of the latest arrival in the field of educational journalism. It is edited and published by M. M. Chambers, Kansas City, Missouri, and is announced to appear quarterly in January, April, July, and October. The first issue, consisting of sixteen pages, contains an article on "Junior College Legislation in Michigan," annotated references to four recently published articles on junior college legislation, and announcement of future publication of a bibliography covering the period 1925-30 on school law as it affects universities, colleges, and junior colleges.

COURSE IN PHOTOGRAPHY

Photography is one of the terminal courses offered in the San Jose (California) Junior College. It is designed to furnish artistic and scientific preparation for professional work in photography. This course is described as follows in a recent bulletin:

The technical course in photography covers the physical and chemical processes used in picture making. It emphasizes the art value of line, tone, and texture and stresses use of the principles of design. Much practice in the taking of photographs and in critical judgment are important. This course should prepare the student to be an assistant to a photographer or to enter the field of pictorial advertising and illustration. An outline of the course follows:

FIRST YEAR	Units
Orientation	1
Physical Education and Hygiene.....	3½
Art Appreciation	2
Art Expression	12
Color and Design.....	3
Lettering	6
Mechanical Drawing	1
Perspective	2
Physical Science	13
Recommended elective: Typewriting....	3
Other Electives	2
	48½
SECOND YEAR	
Physical Education	1½
American Institutions	3
Composition	3
Book Craft	3
Business Art	8
Prints and Print Methods.....	2
General Psychology	5
Principles of Advertising.....	3
Electives	19
	47½

The junior college movement cannot be halted or turned aside, but it can be guided and directed.
—W. M. PROCTOR.

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Adaptation of Psychology to Junior College

PAUL E. MARTIN*

One of the major problems confronting the junior college instructor is the harmonizing of two conflicting points of view. One point of view is that, because a fairly large percentage of junior college students go on to the universities, the type of instruction and the standards of performance should duplicate, as nearly as possible, the university practice. The other point of view is that instruction should be adapted to the students, particularly the group of students barred from the university on the basis of ability and achievement.

In junior colleges where students are divided into "terminal" and "preparatory" groups, this problem is not as important from the instructor's standpoint. Unfortunately, however, such grouping does not completely solve the problem and introduces other problems quite as perplexing, simply transferring the problem from the instructor to the administrator.

THE PROBLEM STATED

The writer was confronted with the problem of adapting a one-year course in psychology to use in a junior college in which grouping of students was, for the time being at least, administratively not possible.

One of the first difficulties was

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making psychology a two-semester course. It was desirable to make it a one-year course (1) because of the general trend toward making elementary psychology a year course, and (2) to parallel as nearly as possible the practice of the state university, in order not to handicap students going on to it.

THE POSSIBLE ALTERNATIVES

There is no up-to-date text in psychology suitable for use for two semesters, and no texts of a general nature suitable for second-semester work. Several possibilities suggested themselves: (1) inclusion of laboratory work in both semesters, (2) the use of a relatively large amount of collateral reading, (3) the introduction of a large amount of supplementary material in lectures, and (4) making the second semester a course in applied psychology, or a study of the fields or types of psychology.

The first possibility was ruled out at once because of lack of space for laboratory work, lack of laboratory equipment, large classes, and the lack of assistants.

The use of collateral reading was ruled out for several reasons. One reason was that the writer felt that too extensive use of collateral reading in introductory courses is unsound pedagogy. The beginner is confused by differences in terminology and points of view and the student who reads his collateral assignments conscientiously is very

often penalized in examinations which must of necessity be based largely on the text. Another reason was that the supply of collateral books was limited, and lastly, that the writer was convinced that the inability to make an objective check on collateral reading leads to abuses (cheating, copying, falsifying, etc.) which, taken as a whole, are more harmful than the worth gained by the few who read conscientiously.

The third alternative of the use of large amounts of supplementary material by the lecture method had to be ruled out because of the excessive amount of time it demands of the instructor unless the teaching load is light. To avoid duplication in lectures of text materials, each lecture of necessity would have to be carefully prepared on the basis of large numbers of collateral texts. This alternative, then, simply becomes a matter of rewriting the text.

The fourth alternative can hardly be considered an alternative at all. The writer is thoroughly convinced of the necessity of making of general psychology a full year course in content as well as in title, and this alternative of making the second semester of the course a course in applied psychology merely makes of it a year course in name only.

THE SOLUTION AS DEVISED

At the outset four objectives were determined for the course: (1) mastery of the basic text, (2) acquaintance with the fields of psychology, (3) practice in the daily application of psychology, and (4) self-knowledge. To attain these objectives for fairly large classes of

students of extremely varying degrees of ability and background is not an easy task.

That all students, bright and dull alike, might meet the first objective of mastery of the text, it was decided to use a single text throughout the year, supplementing the text to some extent in lectures. In all cases, however, the lectures were made to fit into the natural organization of the text in order that no student might become confused and disoriented. Some time was spent in the explanation and clarification of the text, but in so far as possible the lectures were not allowed to duplicate text material. As a check on mastery of the text, frequent objective tests were used (from one to three a week) and a unit of work (corresponding to a chapter of the text) was not considered completed until the class had shown a fair degree of mastery.

The second objective of acquainting the students with the fields of psychology was sought in three ways: by frequent examples and illustrations of psychology drawn from the various fields, by projects worked out by students in the field of their occupational choice, and by a discussion of the fields of psychology in a series of lectures at the close of the course.

The objective of the application of psychology to daily life was obtained by the use of specific lectures on such topics as how to study, how to remember names, how to attend, how to combat moods of depression, etc.; by frequent examples and illustrations adapted to student life; and by use of student projects in the case of students having special defects or problems of mental hygiene.

The objective of self-knowledge was sought by showing the characteristics of human beings in general and themselves in particular; by taking and interpretation of objective psychological tests; by quarterly conferences with the instructor, and in many cases by the use of projects.

STUDENT PROJECTS

Individual projects required considerable emphasis. What is meant by a project in this connection is hard to describe because the nature of the projects is as varied as the nature of the students, each project being selected by the student in conference with the instructor. Some examples showing the nature of these projects follow: A paper on the physiological basis of psychology; an attempt to make a test of electrical aptitude similar to tests of mechanical aptitude; an attempt to overcome sensitiveness; the dissection and collection of brains of lower animals; improvement of reading habits; an attempt to curb the excessive expression of emotion (e.g., crying); a study of the psychology of testimony; an experimental study of moods; a study of the comprehensibility of the California ballot; a study of the psychology of football; a study of the basis of the individual's own inferiority complex; a study of the psychological basis of harmonious home life.

In addition to these projects certain students were assigned special reports. The practice of having each member of a class give a special report before his fellow-students is a common practice which the writer feels should be discouraged. A rather large percentage of

students are incapable of correctly presenting outside materials in an interesting manner, and the students often get mistaken ideas about the subject and are likely to form poor habits of attention. For this reason, the writer selected only those students who showed superior ability to present special topics of interest to the whole class.

ADAPTATION TO ABILITY LEVELS

No student was allowed to pass the course who did not give evidence of fulfilling each of the four objectives, and the grading of achievement was done on the basis of objective tests and such concrete evidence of progress as was shown in projects and special reports.

The higher grades, however, were attainable only by the fulfillment of three qualifications: ranking in the upper third of the class on objective tests, presentation of reports in class, and satisfactory completion of a project of more than average difficulty and of superior quality.

In short, the task of adapting a junior college course in psychology to students of various ability levels was not so difficult as it at first appeared. The maintenance of certain minimum standards was required of all students; but in order to attain the higher grades which would permit the student to go to higher levels of training, he was required to show his ability by the successful completion of tasks in line with his natural interests and background and commensurate with his ability. In this way, neither the bright nor the dull student was handicapped and each was helped by the other.

Phi Rho Pi: National Forensic Society

ROLLAND SHACKSON*

Phi Rho Pi, the national honorary forensic society for junior colleges, is one of the youngest and fastest-growing organizations of its kind. After three years of existence it now includes nearly all of the larger junior colleges of the country. A statement of the history, organization, and purposes of the society may be of interest to junior colleges not now members who have similar forensic problems to solve.

HISTORY

Phi Rho Pi was founded at Grand Rapids (Michigan) Junior College in May of 1928. Finding that the constitutions of all existing forensic societies forbade junior college chapters, we determined that the junior colleges should have a society of their own. Accordingly, a key was chosen, a ritual written around it, and the debating squad at Grand Rapids Junior College initiated. The students were enthusiastic. The following year, a constitution was written, and copies were sent to the leading junior colleges, with an invitation to suggest changes in the proposed organization and to join it if they felt so inclined. One after another joined. The changes suggested were acted upon at the first national convention—a gathering of representatives of but three junior colleges, at Grand Rapids on May 4, 1929. The

first "national" officers were here elected, in spite of the fact that but five chapters then existed. However, the news of the successful start of the society, broadcast to all junior colleges in a sixteen-page magazine, entitled *The Persuader*, brought more and more applications, until by the end of June, eighteen had become charter members of the new society, and its success seemed assured.

During the next year, the magazine was published quarterly, additional chapters admitted, and the society divided into five divisions, each with officers and provision for annual conventions with forensic competition. The 1930 convention found twenty-five chapters in the society. The following autumn brought recognition from two sources: The American Association of Junior Colleges adopted Phi Rho Pi as its official forensic society, and Pi Kappa Delta turned over to it questionnaires it had sent to junior colleges concerning the formation of such a forensic society. The third national convention, the first truly national in scope, was held at Parsons, Kansas, April 4, 1931. With representatives of three divisions present, contests in oratory, extemporaneous speaking, and debating resulted in a triple championship for Los Angeles Junior College, and one of its representatives, True Boardman, was elected National Student Representative for the ensuing year. Other officers

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lected at this convention were the First Vice-President, Emma Charlotte Dumke, of Hibbing (Minnesota) Junior College, and the Second Vice-President, Walter P. Steinhäuser, of LeMaster Institute (New Jersey). President Glenn L. Lembke, of Pasadena (California) Junior College, was re-elected for another year, and Sylvia Barnes, of Parsons (Kansas) Junior College, was advanced to the position of Secretary-Treasurer.

PURPOSE AND MEMBERSHIP

Phi Rho Pi is not a secret society. Its purpose, to quote the constitution, is "to promote the interests of debating, oratory, extemporaneous speaking, and other forensic activity in the junior colleges by affording a means of fellowship and co-operation among them, and by rewarding their deserving candidates with badges of distinction, graduated according to achievement."

There are three classes of members—active, graduate, and honorary. Active members are limited to junior college students in good standing who have actually represented their college in some form of intercollegiate forensic contest. Upon graduation, these become graduate members. Honorary membership is restricted to "college graduates who represented their college in an intercollegiate forensic contest, or who have since graduation both shown an especial interest in forensic activity and achieved distinction in public address."

ORDERS AND DEGREES

There are two orders of membership, each with three degrees. In

the Order of Debate, participation in one intercollegiate contest entitles one to the degree of fellowship, symbolized by a ruby in his key. When he has helped to win three out of four intercollegiate debates, or has participated in six no-decision contests, he is entitled to the degree of honor, and may wear a sapphire. Before he can attain the highest degree, symbolized by a diamond, he must have participated in debate two years, on at least two questions, and have won six debates or participated in ten no-decision contests. That this degree is difficult of achievement is attested by the fact that only four students in Phi Rho Pi's oldest chapter have won it.

The Order of Oratory includes all types of individual forensics. Participation in a single contest as his college's representative entitles one to wear the turquoise of the degree of fellowship. Winning first place in a field of four, second in a field of seven, or third in a field of ten means the degree of honor, and an emerald. First place in a field of seven, or the winning of the degree of fellowship three times with different orations entitles a student to the diamond of the degree of highest achievement. Winners of Phi Rho Pi division contests receive the degree of honor; of its national contests, the degree of highest achievement. Advanced degrees in both this order and that of debate are granted to coaches when a requisite number of their students have attained the degrees. This makes a goal worth striving for.

GOVERNMENT

The government of the society is very democratic. Each local chap-

ter has large discretionary powers, reaching even to the expulsion of its own members. It sets its own dues and in general conducts its affairs as seems best in its own college. It is expected to keep the national organization informed of its progress, and to send a representative to its own divisional convention. These divisional conventions form a means of contact and fellowship for the colleges of the state or region and provide competition to stimulate interest in things forensic. Each division is expected to send a representative to the annual national convention, which moves to a new division each year in order to be close to all chapters; next year's convention, for example, will be at Los Angeles. In this, the supreme governing body of the society, each chapter has one vote; and in important decisions chapters unable to send a representative may vote by referendum.

FINANCE

Most interesting is the financial structure of the society, for it has no national dues or assessments! An initiation fee of two dollars now entitles a member to a subscription to the magazine during his active membership, a certificate of membership and a copy of the constitution, and the right to wear the key of the society. The initiation fee of the oldest forensic society is ten times that of Phi Rho Pi; and in spite of a very rigid economy, in spite of the fact that no officer has received a cent of compensation, the expenses of the society have just about swallowed this meager income each year. Phi Rho Pi, however, believes that no junior college

student should ever be kept out because of limited finances, and will raise this initiation fee only if absolutely necessary.

WELCOMES ALL JUNIOR COLLEGES

Phi Rho Pi continues to welcome all junior colleges into its ranks. The larger it becomes, the greater the service it can render. With a clear field, and almost five hundred junior colleges in the United States, it is not outside the realm of possibility that it may eventually become even larger than the senior college societies and be of corresponding value. Should any junior college desire more information about Phi Rho Pi, any of the officers mentioned above will be glad to answer further questions.

CHAPTER ROLL

The present roll of thirty-seven chapters is as follows:

Arizona Alpha, Phoenix Junior College
 California Alpha, Pasadena Junior College
 California Beta, Kern County Union Junior College
 California Gamma, Taft Junior College
 California Delta, Glendale Junior College
 California Epsilon, Reedley Junior College
 California Zeta, Santa Ana Junior College
 California Eta, Long Beach Junior College
 California Theta, Los Angeles Junior College
 California Iota, Citrus Junior College
 Illinois Alpha, Crane Junior College
 Illinois Beta, Morton Junior College
 Illinois Gamma, Blackburn College
 Kansas Alpha, Parsons Junior College
 Kansas Beta, Fort Scott Junior College
 Kansas Gamma, Iola Junior College

Kansas Delta, Hutchinson Junior College
 Michigan Alpha, Grand Rapids Junior College
 Michigan Beta, Ferris Institute
 Michigan Gamma, Muskegon Junior College
 Michigan Delta, Jackson Junior College
 Michigan Epsilon, Flint Junior College
 Minnesota Alpha, Virginia Junior College
 Minnesota Beta, Hibbing Junior College
 Minnesota Gamma, Duluth Junior College
 Minnesota Delta, Eveleth Junior College
 Minnesota Epsilon, Ely Junior College
 Minnesota Zeta, St. Paul Lutheran College
 Missouri Alpha, Moberly Junior College
 New Jersey Alpha, LeMaster Institute
 Oklahoma Alpha, Northwestern Oklahoma Junior College
 Oklahoma Beta, Cameron State School
 Tennessee Alpha, Hiwassee College
 Texas Alpha, South Park College
 Virginia Alpha, Virginia Intermont College
 Washington Alpha, Pacific Lutheran College
 West Virginia Alpha, Potomac State School

RÉSUMÉ FOR SEASON

The following is a brief résumé of the activities of the members of the society as reported for the past season:

Total chapters reporting, 20.

Total debates, 449. Debates won, 147. Debates lost, 110. Non-decision debates, 192. Percentage chapters reporting, .564.

Total oratorical contests, 43.

Most debates: Glendale, 85; Los Angeles, 68; Pasadena, 59; Hutchinson, 44; Parsons, 22; Grand Rapids, 20; Hibbing, 20.

Best records: Virginia Intermont, .875; Duluth, .823; Los Angeles, .800; Hutchinson, .580; Pasadena, .579.

Most oratorical contests: Los Angeles, 10; Pasadena, 8; Glendale, 4; Parsons, 4; Hutchinson, 4.

Subjects debated: Abolition of Jury; Chain Stores; Dominion Status of India; Disarmament; Department of Education; Fear of Mechanization; Five-Day (40-hour) Week; Free Trade; Gandhi a Benefit to India; Paying Expenses to Athletes; Protection of Foreign Investments; Recognition of Russia; Unemployment Insurance.

TUITION IN TEXAS

A recent report of the Texas State Department of Education summarizes the tuition charges in the public junior colleges of the state. For resident students this varies from \$60 at Edinburg to \$155 at Tyler. In eleven of the seventeen colleges it is \$100 or over. No difference is made in the case of non-resident students except in San Angelo and South Park, where the tuition for students from outside the junior college district is almost double the charge made to residents.

PRE-MEDICAL JOURNAL

Students in the pre-medical course of Seth Low Junior College, Brooklyn, New York, have begun the publication of a medical journal to contain articles on topics concerning medicine and its allied fields. The first issue of the new magazine appeared in January.

The ultimate success or failure of the junior college movement will be largely determined by the type of men and women who are to serve as the instructors.—C. S. MORRIS.

"Ancient History"

DR. CLAXTON'S OPINIONS

Dr. P. P. Claxton became United States Commissioner of Education in 1911. In his annual report for 1913 he wrote regarding the desirability of certain four-year colleges becoming junior colleges, as follows:

There is need both that colleges with small incomes and meager equipment should cease to try to do the advanced work requiring large faculties and costly equipment and that students of freshman and sophomore years, who constitute a large majority of the college students, should be given more consideration than they are now given. To this end two or three hundred of the smaller colleges should become junior colleges and give all their strength to the work of the first two college years. The junior colleges should require for admission the same preparation that is required by any standard college. If for any reason it should be necessary for them to do work of a lower grade, it should be done in an academy or a preparatory school definitely recognized as such.

The equipment in laboratories and libraries necessary for good work in the freshman and sophomore classes is much less costly than that which is needed for good work in the junior and senior classes. Instructors of students should be men and women of good scholarship. They should have a firm grasp on the principles of education, experience and skill in teaching, a comprehensive knowledge of life, strong personality, broad sympathy, and ability to inspire students with a desire for knowledge and to encourage them to do their best work. To get the help and services of such men and women will require larger

salaries than the smaller colleges can pay so long as they continue to spread their work over the full four years. But they might be had if these colleges would use all their income available for salaries in employing a few men and women of first-class ability for lower class work. A junior college with an annual income of forty or fifty thousand dollars might well divide this among ten or a dozen instructors, paying them from four to six thousand dollars each.¹

HIGH SCHOOL EXTENSION

In an article on "The Extension of the High School Course," Frederick Liddeke, in 1904, wrote as follows:

But how are the lower schools to do more with their already crowded courses? The only possible remedy would seem to lie in the extension of the high-school curriculum. Ultimately, and before many years, the extension must be upward to include much, if not all, of the secondary branches now covered in the colleges. The University of California, because of its overcrowded condition, sees no other practical solution, and the committee of the faculty in charge of the recent revision in entrance requirements seriously discussed the future advisability of having the high schools do most of the work now done in the first two years at the college. It is held, moreover, that in the high schools with their smaller classes, and hence more individual attention, the secondary studies can be carried more thoroughly and satisfactorily than is possible at the university.²

¹ *Report of the Commissioner of Education*, 1913, I, xli.

² In *School Review* (October 1904), XII, 637-38.

The Junior College World

OGONTZ JUNIOR COLLEGE

Ogontz School, at Rydal, Pennsylvania, has long given two courses, college preparatory and a general finishing course, which included four years of high school and two years of advanced study. Recognizing the desire of many of the graduates to continue their study and to obtain credit for work done, the two years of advanced work have been reorganized to meet the junior college requirements.

There is something significant and unusual in the personal supervision and tutorial care of individual students in Ogontz Junior College. Writing for teachers' wastebaskets or for brief careless reading produces college students who can neither write nor speak their language with skill and exactness. The intensive and personal training which is given by weekly conferences with a composition teacher, by the study, revision, and careful rewriting of themes, is one of the most valuable things any college can do to fit graduates for good English writing. From Ogontz Junior College have come a number of students who are now making an income with their pens, in the field of magazine and newspaper writing. There seems to be a great call in our college work for professional training, both exact and individual, in the field of story writing. The College has the privilege of discussing all points of a practical and artistic bearing with one of the eminent journalists of Philadelphia, an editor of one of its great magazines.

This stimulating talk, these personal discussions, seem more directly helpful in the line of writing than any form of class teaching.

In the field of psychology, the laboratory work is arousing a great deal of interest as compared with the older static method. Experimental psychology with apparatus and slides is claiming great interest from the students. Intelligence testing for younger children is carried out by practice in the junior school. Many girls are interested in the training, not for teaching but for life work, in meeting home responsibilities with children. The experimental method makes them understand the psychology of childhood.

UNIONTOWN JUNIOR COLLEGE

The Uniontown Center of the University of Pittsburgh, established in September, 1928, is in every sense a junior college, having been organized primarily to offer the first two years of college work. More advanced work is offered in the late afternoon and evening. The University of Pittsburgh determines the entrance requirements, curriculum, and tuition, selects the faculty, and is responsible for the caliber of work offered.

The Center is organized as a separate two-year unit and is not connected directly with any school system. It serves an entire county in which there are sixteen four-year high schools but with no institution besides the Center offering work beyond the twelfth grade.

The junior college facilities include ten rooms in a large office building used for offices, classrooms, library, and lounging rooms; the ground floor of a grade-school building used for laboratories for physics, chemistry, zoölogy, and drawing, together with a large lecture room; and the gymnasium and pool of the local Y.M.C.A. All of these buildings are located in the same city block.

The personnel of the junior college staff is made up of one head, ten full-time resident instructors, one librarian, one secretary, and a stockkeeper. On January 1, 1932, the student body included one hundred and six full-time day students and one hundred and thirty part-time students pursuing work in the late afternoon and evening courses.

PENN HALL JUNIOR COLLEGE

Last June, Penn Hall School celebrated its twenty-fifth anniversary. It was also the fifth year of the Junior College. Beginning with a very small enrollment Penn Hall Junior College in three years multiplied four-fold and passed the one hundred mark. During the last two years, which in the minds of most would be called years of depression, the Junior College has practically maintained its full enrollment and any decrease in the school due to general conditions has been entirely in the grades below the junior college level. During the last three years the Junior College has equaled and then passed the enrollment of the grades below that level. There may be some significance in these figures indicating a positive need for the junior college.

After the Junior College was established the need for more class-

room and office space was quite evident and the Administration Building was enlarged accordingly. The added space gives us several additional classrooms and doubles the administration office space. Upon the establishment of the Junior College, one of the first steps taken was the enlargement of the library. The library accommodations were doubled and the Junior College library addition more than equaled the number of books already on the shelves.

Penn Hall offers, in all, seven courses, two in the academic work which are intended to be principally preparatory to the upper division and five courses in special departments which are principally terminal.

Two years ago the Alpha Nu Chapter of Phi Theta Kappa was organized at Penn Hall. The membership has been strictly limited to the academic department. The number each year has been small. Nevertheless, it represents the real leadership of the student body.

EXPANSION AT ERIE

The junior college from its beginning has developed close community relationships. It appeared in most communities because of local strivings and ambition. The area of service has been usually limited to the metropolitan district in which it is located. The Erie Junior College of the University of Pittsburgh exemplifies these points. Its beginning was the result of the petition of citizens, as represented by the School Board and the Chamber of Commerce. Its patronage is almost entirely limited to metropolitan Erie. Increasingly during four years of development, the Erie Jun-

ior College has been given the responsibility of contributing toward social, civic, and economic activities of the community.

These community relationships may be classified in four important divisions: formal two-year post-high-school college training; formal adult education on the college level; informal adult education on the college level; expert services by faculty specialists.

Belonging in the first classification are the students in the junior college division, which exceeds two hundred in enrollment. Students in the afternoon and evening classes, exceeding four hundred in number, working to discharge the degree requirements of the University, exemplify the second type. Talks and lectures given by faculty men, approximately one hundred in 1930-31, both under University auspices and under the patronage of local social and civic groups, represent academic service on the college level of the informal type. Finally, the technical advice given by staff members to political, commercial, and industrial units exemplify the fourth type of service.

This interrelationship of educational institution and community proves to be of mutual value. The influence of community contact is stimulating to the teaching staff; the existence of advanced academic leadership reacts in the development of progressive public opinion and activity.

COLORADO COLLEGE REORGANIZATION

Colorado College has adopted a new plan of organization. Two definite divisions of the College are recognized. The School of Arts and Sciences includes the work of the

freshman and sophomore years, as a single unit of American education, and leads to the Associate of Arts degree. The work of the junior and senior years, and of the graduate year as well in the case of candidates for the Master's degree, is organized under three advanced schools known as Letters and Fine Arts, Social Sciences, and Natural Sciences. The work in each of these schools leads to the Bachelor's and the Master's degrees. The plan has met the instant approval of all concerned and co-operation and support are assured.

NEW MICHIGAN LEGISLATION

An act of the Michigan State Legislature, approved May 28, 1931, added a section to the existing junior college law in the state, which provides that the board of education of any school district having power to establish a junior college may contract with the board of education of any other school district having 500,000 people or more in the same county and maintaining a college for advanced work, for attendance thereof of its residents who are qualified to enter a public junior college, and may pay the tuition of such students. The obvious purpose is to enable the Detroit public school district to extend the privilege of its college facilities to students residing in its environs but not within its corporate limits.

Another act passed by the same legislature (approved May 11, 1931) set 25,000 as the minimum population necessary for a city before its board of education can establish a junior college by its own action, but permits establishment in cities of from 14,000 to 25,000 upon the ap-

proval of a majority of the electors voting thereon at a regular or special election.

COURSES IN TYPOGRAPHY

In January, Menlo Junior College (California) inaugurated four evening courses in typography for adult students under the direction of Hartley Everett Jackson, typographical designer for the Stanford University Press.

The courses are planned to give individual and practical instruction to those working in the printing trade or in contact with it. One meeting a week is held in each course. Two of the courses are for journeymen compositors and advanced apprentices; the other two, more general in scope, "present a thorough grounding in the essentials of printing style and a basis for the development of aesthetic concepts leading to an individual style."

Mr. Jackson is a printer of long experience, well known in San Francisco for his service there as typographical adviser to newspaper advertisers and advertising agencies. He designed the cover for the *Junior College Journal*. His work in the past especially qualifies him for the work of instruction he is undertaking at Menlo Junior College.

COURSE IN RADIO COMMUNICATION

There has been a long-felt want in the radio field for a school of recognized standing to give a complete, comprehensive, well-balanced course in radio communication, to be complete within itself and capable of being finished within a reasonable time. Realizing this need the University of Wisconsin Extension Division in Milwaukee is giving

such a junior college course to fit students for advanced places in radio activities. This is a new type of college training of a semi-professional nature with the object of training young men for positions existing in a field between the skilled craftsman and the trained professional engineer.

All trades and professions are now demanding that the men participating in them shall be thoroughly trained in the theory and fundamentals of the occupation in question. The ever expanding science of radio is possibly more exacting in this than any other because of the extremely technical nature of the subject and of the enormous responsibilities upon the shoulders of an operator.

The course given in Milwaukee is not an experiment, for it has grown out of auxiliary courses given during the past six years and is planned as a definite preparation for the actual problems met in practice. The work given is substantially of collegiate grade, requiring only a high-school education or the equivalent for entrance. The training is very intensive, requiring the entire time of a student for two semesters. The entire day is occupied from eight until four-thirty with lectures, class work and laboratory experiments, and special problems and assignments to be completed after class hours. This same course may be taken in evening classes over a period of two years, or by correspondence. The satisfactory completion of the course qualifies a student for the government examination for a Second Class Commercial Operator's License, or he may enter many of the allied branches of the radio industry.

Across the Secretary's Desk

PAST PRESIDENTS—EDGAR D. LEE

When President Lee of Christian College, Columbia, Missouri, became president of the American Association of Junior Colleges in 1926 he was even then a veteran in junior college ranks. His success with Christian College had already become well known.

President Lee introduced a new feature into the program by devoting one whole section of the meeting to a discussion of materials of instruction, giving special emphasis to orientation courses.

The following very appropriate sketch appeared in a 1930 bulletin of Christian College:

We are happy to present in the first pages of our February magazine the latest pictures of President and Mrs. Edgar D. Lee. To do so at this time is especially appropriate as Monday, January 26, the beginning of the second semester, is also the birthday of President Lee.

Mr. Lee is now in the tenth year of his executive position. He came with his family to Christian in 1918 to be head of the Department of History and Political Science. In 1919 he was made vice-president, and in 1920 he became president, succeeding Mrs. L. W. St. Clair Moss.

Mr. Lee was born in Laddonia, Audrain County, Missouri, January 26, 1879. He began his education in a rural school and continued it in the high school of Columbia. At the completion of his high-school course he entered the University of Missouri, from which he holds three degrees. In 1908 he received the degrees of Bachelor of Arts and Bachelor of Science in education. In 1909 he took his Master's degree. His standing in the University School of Education won for him membership in the Phi Delta Kappa honor organization.

Soon after graduation Mr. Lee entered the teaching profession and in the ten years that followed served in the schools of New London and Sikeston as both principal and superintendent. In 1910 he married Miss Benetta Barclay of Mexico,

Missouri, whom he met when both were attending the University.

President Lee has wide education, community, and church interests in local and national organizations. He is a member of the National Board of Education; member of the Executive Committee of the American Association of Junior Colleges; elder of the Christian Church of Columbia; chairman of the Christian Church Pension Fund for Missouri; a Knight Templar; Scottish Rite Mason; a Rotarian; and a member of the State Historical Society.

DOAK S. CAMPBELL

Despite the various motives which have contributed to the inauguration of the junior college movement and despite the wide divergence of type represented in the institutions now being administered under this title, there is underlying the whole situation a deep and widespread body of interests to which the new organization promises to give far fuller expression than has hitherto been possible.—
JAMES R. ANGELL.

The junior college has shown flashes of promise rather than uniformly demonstrated strength. These tokens of greater possibilities of service are sufficient to warrant a sanguine faith in its future fulfillment of all its functions, while, to the one who insists on accomplished facts, there are already convincing achievements enough to justify the distinctive place which it has come to hold in higher education.—F. W. THOMAS.

Reports and Discussion

FIFTY PER CENT¹

One hundred freshman students enter a university. For four high-school years their mental processes and their scholastic progress have been observed and recorded. As they pass through the gates of this particular shrine of higher learning, they are placed beneath the slide-rule of a searching psychological test. With scientific exactitude the mental measurements and past performance are appraised and correlated. The chart is drawn. The forecast is made. Each student will follow a certain curve for four university years. It is a mathematical certainty. Who can doubt it?

Well, it just doesn't work! Fifty of the hundred students perform approximately as predicted. Ten exceed expectations. The remaining forty fall below, many of them far, far below.

Not with just this particular university, but with every university; not with just this one hundred students, but with the hundreds of thousands who are admitted to American universities every year.

Fifty per cent. A little better, but not much. "Eeny-meeny-miny-mo" would apparently do as well. Last year some twenty-five students, all of whom had failed to meet the University of California entrance requirements upon graduation from high school, transferred to the University after a year or more in the Williams Junior College. During the difficult first semester, their scholarship was, in every case but one, above that of the average recommended high-school graduate.

¹ By Louis DeJean, Registrar and Dean of Men, Williams Junior College, Berkeley, California.

Too small a group to prove anything. But the records for several years at Stanford University show that the junior college transfers, most of whom would probably have been refused admission as freshmen, have maintained a higher scholarship average than the four-year Stanford students during the upper division period.

Performance versus potentiality! For two days, at the recent Pacific Coast Convention of Collegiate Registrars, we listened to a mathematical barrage of percentage correlations which served only to convince most of us that the cataloguing of human beings is a hopeless and thankless task.

Not that the painstaking research and the conscientious recordings which have been undertaken at Stanford, Oregon, and other universities have been wasted effort. If it does nothing more than to expose the inadequacy of the present admission requirements, the investigation has been well worth the time and money required.

But where is the weakness in our carefully worked out system of separating the sheep from the goats? Why do so many students fail to live up to what their mentality and habits promise, when they reach the university? And why are many shut out, only to prove their purpose and capabilities when they have entered later by the junior college door?

At Williams we have contended for fourteen years that an individual undergoes a distinct change when he becomes a functioning member of a new group; that individuality is largely a relative thing; and that entirely unpredictable potentialities, either for good or bad, may emerge under the emotional and mental stimu-

lus, the inspiration or contagion, of a new association.

We have endeavored to prove, in a constructive way, that this is particularly true of children and adolescents. We have recognized that some individualities are more variable than others, but have found that all are altered by group association and group functioning.

Observation tells us that the student, as he becomes more mature socially, acquires more poise in his group relationship, and is less liable to fluctuation in his purpose and his individual standards. But there are comparatively few boys and girls who, upon graduation from high school, have attained sufficient social poise to be impervious to the emotional influences due to the sharp transition in group relationships usually experienced upon entering a university.

The figures of the personnel research experts show that, if the performance of the first three months in the university is added to the other potentiality yardsticks, the survivors stand an eighty-seven per cent chance of measuring up to expectations until graduation. In other words, those who aren't drowned have learned to swim. But what of the thousands of freshman students, mentally capable of profiting by a university education, who drop out every year, branded as failures?

Why is there such a sharp transition between the senior year in high school and the freshman year in college? There is, of course, a jump in scholastic standards. But far more serious is the difficulty of social adjustment. New groupings, new interests, new freedom from an imposed pattern, and from sympathy, encouragement, and recognition.

The majority of university freshmen are away from home influence for the first time. They are at an age when social adjustment is especially difficult. The wonder is that so many of them manage to hold on.

Where is the psychologist who can

produce a yardstick which will measure a high-school graduate's social maturity? That should not be hopeless in this era of intelligence quotients and aptitude tests.

Add this yardstick to those of high-school performance and intelligence-test percentage and, we venture to predict, the correlation to university performance will jump from fifty-eight to eighty-five per cent.

And what of those students who are mentally equipped, but not sufficiently mature, to insure a probability of success in the university? Are they to be cut off from the opportunities of a higher education?

By no means! Junior college, for a year or two, makes a gradual transition, without lengthening the years to a university degree. In that time these students may develop the social poise and the purpose which are so greatly needed during the arduous period of adjustment to a university environment.

RETRENCHMENT IN CHICAGO

In the section of the *School Review* devoted to "Educational News and Editorial Comment," edited by Dr. Leonard V. Koos, is found the following comment in the January issue under the caption, "The Junior College and Financial Retrenchment in Chicago":

In these days when efforts to economize in public expenditures are the rule, we may confidently expect those who do not understand the forces of reorganization in education to advocate lopping off first the outlays for the more recent additions to the school system. Among the innovations in some communities thus slated by the uninformed for elimination is the junior college. Such a proposal has been made touching Crane Junior College in Chicago. The governor of Illinois recently issued a call for a special session of the legislature of the state. The chief concern of the session, which is in progress at this writing, is known to be the financial plight of the nation's second largest city. In his call Governor Emmerson referred

to the problem of Crane Junior College. An editorial in the *Chicago Daily Tribune* abets the proposal to abolish the institution. It reads as follows:

"The governor has included in his legislative call the matter of the Crane Junior College. Some doubt has arisen regarding the right of the board of education to operate a college. The special session presumably will decide the matter by authorizing or not authorizing the board to provide collegiate training.

"The legislature has been called primarily to solve Chicago's financial difficulties. Among the most pressing are those of the public-school system. There is not enough money on hand to pay the teachers all that is due them. Recent efforts to economize have resulted in larger classes with the inevitable consequence of inferior instruction. Any money which the Chicago board of education appropriates for a college is money taken from the children in the lower grades for whose education the school system was called into being.

"If the city had made adequate provision for the grade schools and high schools and still had funds available, there might be some justification for the operation of a free college. The fact is, of course, that the teachers are unpaid and the cost of high schools is becoming so oppressive that many students of educational problems are convinced that it will soon be necessary either to limit enrolment in the high schools to the abler pupils or charge tuition for high-school training. Under these circumstances it is idle to think of maintaining a free college."

The major misapprehension of the proposal to abolish the public junior college is the assumption that this institution is another "college" instead of a logical extension of the secondary school and the rounding-out of the full period of secondary education. The repetition of the word "college" in the editorial quoted is evidence of this misapprehension. The present financial predicament of Chicago should be only temporary and is generally conceded to be the outcome of bad management. It can hardly be used as an argument. One of the wealthiest cities of the world should not balk at providing any part of the full gamut of basic education from the kindergarten through the extended secondary school.

INVITATION TO PARENTS

At the close of the autumn quarter, Dean R. D. Chadwick, of the Duluth Junior College, sent the following letter to the parents of all students in the institution:

TO OUR FRIENDS—THE PARENTS:

A Duluth firm sends out announcements with this slogan: "What Duluth makes *Duluth*." This slogan appeals to me as sound reasoning. If Duluth makes marketable goods and sells them, it makes more business in Duluth, more business makes larger payrolls, less unemployment and its allied unhappiness and suffering.

Duluthians have also tried to make Duluth a "friendly" city. To help this idea along we have used the following phrase, "a friendly college in a friendly city." We do not desire to have this become a slogan and nothing else; we intensely desire to have Duluth Junior College increasingly develop friendliness in the contacts of students with students, students with faculty, and faculty with parents.

A "dad" of one of our students was just in to see me regarding the work of his son. We got down to brass tacks in a friendly fashion. An instructor of the young man was called in and we had a real "round table conference"—seeking to pool our judgments for the benefit of this young man's future college career. We may not solve all the problems in this case, but we will solve some of them. I am sure that this exemplifies one of the big advantages of the local junior college, viz., it permits of helpful contact between home and college in the two most critical college years of every young person. If your son or daughter is not doing as well at this time as you reasonably expected, why don't you come in and talk over the matter? We need your slant on the crucial problems of the students, and may I also say, you needs ours, too.

Paraphrasing the slogan of "What Duluth makes *Duluth*," I am suggesting the following: "The effort a student makes makes the student." I am increasingly convinced that what a student does is what educates, not what you do or what I do. If college does not demand concentrated work on a mature level it is not fulfilling its function. Why? Because a college education is the foundation for greater vocational, civic, and cultural efficiency, and it is not intended

to be a training in laziness and time-wasting for doing nothing in succeeding years. The college education is not a four-year loaf, but four years of keen self-activity upon the part of the student.

URGES NEW TYPE OF COLLEGE

A news dispatch from Cincinnati on January 22, 1932, reported the recommendation of a new type of college by President E. H. Wilkins, of Oberlin College. It said:

A new type of college for the man or woman headed for a non-professional life, designed to fit them to live well as members of society, has been recommended for consideration of the Association of American Colleges in session here.

The suggestion came from Ernest H. Wilkins, president of Oberlin College and head of the association. He said the present type of college does not fit such persons properly for the five fields of social living—home life, earning, citizenship, leisure, and the field of philosophy and religion.

Extraordinary increases in the number of high-school pupils and the number of high-school graduates going to college in the past forty years means that the number who want and can afford further general education has increased enormously, he said.

But, he added, it does not mean the existing college is the right type of institution to provide further education for all of them. On the contrary, he said, many would prefer another type.

For those who intend to follow one of the professions the present college is fairly well adapted, he said, but contended for those who do not intend to follow a profession—constituting the majority—the existing college is not well adapted.

He would create an institution to be known as the general college, an institution planned to give the non-professional group what he said society wanted them to have—a training which would enable them to live well as members of society.

To do that, he continued, one must live with intelligence and good will in each of the five fields of social living.

"Training for successful life in these five fields," Dr. Wilkins said, "involves training in health, training in the use of what may be called the general mental

tools, English, logic, and so on, instructions and some type of experience in each of the five fields of social living, and the encouragement of social-mindedness. A college course designed for this purpose could be completed in three years."

He said new institutions might be founded as three-year general colleges; those separate two-year junior colleges which want to expand could enter the field and those four-year colleges which through lack of endowment are unable to stand the cost of maintaining specialized work also could enter the three-year general college class.

"The establishment of such colleges would mean," Dr. Wilkins said, "that the four-year college could be more exacting than it now is in its admission requirements and might thus obtain a more homogeneous body of students."

JUNIOR COLLEGE STABILITY

In an analysis, published last month,¹ of the growth of the junior college as revealed by a comparison of the 1931 and 1932 *Directories*, it was pointed out that there had been a change in the administrative heads of 15 per cent of the entire group of junior colleges during the year, as compared with a change of 12 per cent in the case of four-year colleges and universities. The change was especially great in the public junior colleges where there was a 23 per cent change, while in the case of the private institutions it was only 10 per cent.

Stability of institutional policy is to a considerable extent dependent upon continuity of administration so that it becomes a matter of some interest to inquire whether the figures just given are typical of the junior college movement as a whole, or whether they represent unusual conditions during a particular year. To obtain a measure of this factor over a longer period the data reported in the *Directory* for 1927-28 have been compared with those reported in the *Directory* for

¹ *Junior College Journal* (February 1932, II, 290).

1931-32 as published in the issue of the *Journal* for January 1932.

During the four-year period there was a change in the administrative head of 37.9 per cent of the junior colleges whose names are common to the two directories. This is an average of less than 10 per cent per year, suggesting that the past year was decidedly abnormal in the number of changes which occurred. For the four-year period the change in the heads of the public junior colleges amount to 43.2 per cent; in the private institution, they amount to 34.2 per cent. Thus it would appear that the administrative head of the public junior college is slightly less stable than in the private junior college, but that the difference is by no means as great over a longer period as indicated by the one-year change from 1931 to 1932.

The relative stability of the two types of junior colleges is indicated by the fact that of the 149 public institutions found in the *Directory* for 1927-28, 93 per cent are also listed in the 1932 *Directory*; while of the 259 private institutions listed in the earlier directory, only 76 per cent are found in the later one. For the entire group of junior colleges there was an increase of 15 per cent in the number of such institutions in Continental United States during the four-year period, while there was an increase of 93 per cent in enrollment.

A more detailed analysis of changes in number of institutions and their administrative heads is given by states below. In this table new colleges, organized since 1928, are not included.

The table should be read as follows: In Arkansas there were 6 public junior colleges listed in the 1928 *Directory*; 5 of these are also found in the 1932 *Directory*; of these 5, the administrative heads of 3 are the same in both directories. There were 6 private junior colleges listed in the 1928 *Directory*; 4 of these are also found in the

	PUBLIC JUNIOR COLLEGES			PRIVATE JUNIOR COLLEGES		
	*	†	‡	*	†	‡
	1928	1932	1932	1928	1932	1932
Total	149	139	79	259	196	129
Alabama	0	0	0	4	4	3
Arizona	1	1	1	1	1	0
Arkansas	6	5	3	6	4	2
California ...	31	31	20	9	8	5
Colorado	2	2	0	2	2	2
Connecticut ..	0	0	0	5	3	3
District of Columbia	0	0	0	9	7	4
Florida	1	1	1	1	1	0
Georgia	3	2	1	8	5	3
Idaho	1	1	0	1	1	0
Illinois	5	5	3	14	8	5
Indiana	0	0	0	4	3	3
Iowa	20	19	11	8	5	3
Kansas	10	10	5	10	7	6
Kentucky	0	0	0	16	14	8
Louisiana	3	0	0	4	2	0
Maine	0	0	0	3	3	3
Maryland	0	0	0	3	3	3
Massachusetts .	1	1	1	6	4	4
Michigan	6	6	4	2	2	1
Minnesota	7	7	3	3	2	1
Mississippi ..	4	4	2	7	5	4
Missouri	7	7	5	17	13	7
Montana	0	0	0	1	1	1
Nebraska	1	1	0	4	4	2
New Hampshire	0	0	0	1	0	0
New Jersey ..	0	0	0	3	1	1
New Mexico ..	1	1	1	0	0	0
New York	0	0	0	10	9	6
North Carolina	0	0	0	12	12	8
North Dakota .	2	2	2	0	0	0
Ohio	1	1	0	5	4	1
Oklahoma	12	10	4	4	2	2
Oregon	0	0	0	3	1	0
Pennsylvania .	0	0	0	7	6	5
South Carolina	0	0	0	1	0	0
South Dakota .	0	0	0	5	5	3
Tennessee	2	1	1	11	9	6
Texas	17	17	10	23	17	11
Utah	1	1	0	5	4	4
Virginia	0	0	0	13	9	6
Washington ..	2	2	0	3	1	1
West Virginia	2	1	1	3	2	1
Wisconsin ...	0	0	0	2	2	1

* Junior colleges existing at date given.

† Junior colleges surviving at date given.

‡ Administrative head surviving at date given.

1932 *Directory*; of these 4, the administrative heads of 2 are the same in both directories. The entries for other states are to be read in the same way.

WALTER CROSBY EELLS

Judging the New Books

Edited by John C. Almack, Stanford University

LOUIS UNTERMAYER (ED.). *The Book of Living Verse*. Harcourt, Brace and Company, New York. 1932. 647 pages.

The editor justifies his title on the grounds that "the selections in this volume have persisted in spite of changing times and shifting tastes. They seem to possess the quality which implies permanence. They are living, since they contain that vitality which is independent of form and fashion." He does not maintain that the volume contains all the worth-while poetry in the English language. In real truth, it contains no poem by Mr. Untermeyer.

Nearly four pages of the Preface are given to apology for the compilation. To Mr. Untermeyer, "poetry has two characteristics: one is, that after all it is indefinable. The other is that it is eventually unmistakable. . . . The right reader of a good poem can tell the moment it strikes him that he has taken an immortal wound — that he will never get over it." The intent of the book is "immediate and intuitive instead of analytic."

Palgrave's criteria have been adopted by Mr. Untermeyer. To Palgrave's canons he adds one of his own: "that there should be a combination of passion and personality." The arrangement is chronological, and no attempt has been made to group the poems under "schools." Certain "key-poems" stand out, however; poems which have initiated movements and which

head new trends. The collection is not for advanced scholars, but rather for beginners in poetry.

The listing of a few titles will help the teacher to estimate the character of the contents. Among the early ballads, one finds "The Wife of Usher's Well," "Sir Patrick Spens," "Fair Margaret and Sweet William," "Lord Randall," and "King John." Among the early songs are "Cuckoo Song," "Hey Nonny No," and "Beauty's Self." In the period designated as the Fourteenth to Sixteenth Centuries are the "Friar's Tale," "The Prologue," "Cupid and Campaspe," "Rosalind's Madrigal," and a half dozen sonnets from Spenser.

In the second half of the sixteenth century and the period of the Renaissance, there are thirty-one selections from Shakespeare, two from Marlowe, six from Campion, six from Jonson, eight from Donne, two from Dekker, and three from Beaumont. Other writers in the same period are Nashe, Wotton, Davies, Heywood, Barnefield, Marston, Fletcher, Webster, Corbet, and Wither.

The basis of division after the first two sections is by centuries. The twentieth century is described as a period of "Romantic Realism." It is headed by Kipling's "Mandalay," "The Last Chantey," and "Recessional." Other poems in this section are Robinson's "Flammonde," Amy Lowell's "Patterns," Masfield's "Sea-Fever," Crapsey's "Cinquains," Sandberg's "Cool Tombs," Pound's "Ballad of the

Goodly Fere," H. D.'s "Oread," Rupert Brooke's "The Soldier," and Sassoon's "The Rear-Guard." The volume is well indexed.

One thing is fairly evident about poetry collections: they are all much alike. Doubtless a study of them would reveal a vast amount of duplication. This is, of course, not a criticism; a standardization of courses in poetry may be highly desirable, for all the reviewer knows. Let anthologies multiply! There is a thrill of astonishment in the hearts of all we lesser folk at the assurance with which the flowers are separated from the thistles by the simple exercise of God-given intuition. But just for the fun of it, I should like to have a volume of verse selected by a man who has never taught English or written a poem. I suspect junior college students would also like that volume.

LEO M. CHAMBERLAIN. "The Housing of Thirty Junior Colleges," *Bulletin of the Bureau of School Service*. College of Education, University of Kentucky. June 1931. 210 pages.

In the words of the author, "the study was initiated with a view to providing a description of housing conditions in typical Mid-Western junior colleges and to establishing tentative standards . . . by which officials of existing colleges may judge their buildings and equipment." It is based upon data collected by personal visits to thirty junior colleges located in the states of Illinois, Iowa, Kansas, Michigan, Minnesota, and Missouri.

The study is divided into six main divisions. The author first gives a general description of the building facilities provided. He next

studies junior college enrollment with a view of finding a basis for predicting the number of students for which provisions should be made. He estimates the freshman class will number 50 per cent of the high-school senior class, and the total college registration at 12 or 13 per cent of the high-school enrollment.

In the third chapter he deals with the question of administrative organization of the junior college. He concludes (p. 87) that "while the 6-4-4 plan has as yet made little headway, the trend is towards that form of organization." He favors (p. 87) "joint use of building facilities by the high school and the college." He follows this with an analysis of the junior college curriculum, and its demands upon housing. The next two sections take up the special facilities now provided in the schools studied.

The study is very well summarized in about twenty pages. The Appendix contains a list of equipment in use in special departments in a small number of schools. There is a bibliography of two pages. In his Introduction, he points out the paucity of articles dealing with the building problem in junior colleges.

The study represents care in the collection and handling of a large amount of detail. The author is modest in his claims and aware of the criticisms which might be brought against the results. The reviewer considers that the task has been well done and that junior college administrators will find useful data in the study. He does not consider the study is complete, and wishes there had been included, as significant items, the time distribution and class sizes by subjects.

JOHN C. FRENCH AND PAUL M. WHEELER. *College Writing*. Harcourt, Brace and Company, New York. 1932. 548 pages.

This is not the first textbook in composition which I have reviewed for the *Junior College Journal*. However, this book is significant to me personally because it has led me to start upon a quest—a quest I shall follow until—well, until I find another more compelling. It is nothing more than a search for a text in composition in which the authors have demonstrated ability to put into practice the things they teach. Perhaps the search for the Holy Grail and for an honest man are nobler. Is my quest as fruitless, I wonder.

College Writing differs chiefly from the other texts in composition which I have reviewed in being a sorrier offense against freshmen interests. It is duller than a lecture on the psychology of humor delivered by a philosopher's apprentice. Nearly every page contains proof of a thesis stated several months ago to the effect that no one learns to write through college courses in composition—not even the teacher. In one respect, the authors show consistency between preaching and practice. They define a paragraph (p. 93) as the separation of units by blank spaces. On this principle, *College Writing* has been divided into paragraphs.

The book is written for "the student who has no impulse to write and no dream of literary fame" (p. 4). In other words, it is intended for dullards. "The student who is ambitious to write . . . will find his real apprenticeship outside the curriculum." Wisely said, since *College Writing* "includes counsel on . . . matters of study, the use of

the library, the taking of notes, the choice and use of books . . . It necessarily [*sic*] involves also some review of the principles of grammar and rhetoric. . . . So they ask him to write themes" (pp. 3 and 4).

A revision chart stands at the very threshold. It contains eighty-five "points of error" and reference. All the old favorites of Miss Fitchett are there: archaisms, barbarisms, euphony, coherence, unity, emphasis, co-ordination, lost imagery, neologisms, and pretense. One reads from the table of contents that there are two parts to the text: the first more or less related to structure and style; the second to usage.

There are two pages of warning against terms in bad usage. The whole book shouts "Take care." One need not go to journalism "against which there is a trend," for horrible examples of what not to say. "It is true doubtless," "It is true also," "It is entirely possible," are found in the same paragraph. "For good and sufficient reasons" introduces topic number 4. "The printed page," "planes of cleavage," and "time-honored" rub their rusty shoulders together. Awkward sentences lead into those "units separated by blank spaces," as (p. 8) "Both to sift and verify information that you have gathered and to find material beyond the range of your own observation and inquiry, you must learn how to use books and periodicals." God forbid.

The writers "are hopeful that students and teachers of English will find this text a means toward a serviceable and interesting course in college writing." Notwithstanding the general low state of composition teaching in the colleges of the land, the reviewer cannot believe their wish will be gratified.

Bibliography on Junior Colleges*

2095. WRIGHT, EDITH A., "Bibliography of Research Studies in Education 1929-1930," *United States Office of Education Bulletin No. 13*, 1931, 475 pages.
Includes references, most of them annotated, to 52 studies in the junior college field (pp. 181-84). Several are unpublished manuscript studies.
2096. YAGGY, IRA D., "A Comparison of Instructional Costs in High School and Junior College," Chicago, Illinois, 1930, 140 pages, 89 tables, bibliography of 11 titles.
Unpublished Master's thesis at the University of Chicago. Based on 8 institutions in the Middle West. Ratios between junior college and high-school factors are as follows: class size, .67; salary, 1.16; student-clock-hour cost, 2.78; credit-hour cost, 2.4; annual cost per student enrolled, 1.33. Annual instructional cost per student enrolled in junior college found to be \$124.
2097. CALIFORNIA STATE DEPARTMENT OF EDUCATION, "Statistics of California Junior Colleges," *Department of Education Bulletin, No. 1* (January 1, 1932) Sacramento, California, 41 pages, 31 tables.
Complete tabular presentation of facts regarding staff, students, plant, and finance for the California district and high-school departmental junior colleges for school year ending June 30, 1931, and historical résumé of principal comparative data since 1916-17.
2098. COOPER, ALICE C., "A Sincere Quest for the Truth," *California Quarterly of Secondary Education* (January 1932), VII, 220-21.
Review of W. C. Eells's *The Junior College*.
2099. COOPER, LEWIS BRISCOE, "Sabbatical Leave for College Teachers," *Abstracts of Graduate Theses in Education, Vol. I, 1927-1931*, Teachers College, University of Cincinnati, Cincinnati, Ohio, 1931, pp. 41-63.
Contains brief references to the situation with reference to sabbatical leave in 179 public and private junior colleges.
2100. CHAMBERLAIN, LEO MARTIN, "The Housing of Thirty Public Junior Colleges of the Middle West and Tentative Standards and Principles Relating to Buildings, Equipment, and Associated Administrative Problems," *Bulletin of the Bureau of School Service*, College of Education, University of Kentucky (June 1931), Vol. III, No. 4, 210 pages, 36 tables, bibliography of 35 titles.
Published form of the author's doctoral dissertation at Indiana University. See No. 1879. Reviewed in this issue of the *Junior College Journal*. See p. 352.
2101. COWDERY, KARL M., and EWELL, BERNICE C., "Records of Transfer Students at Stanford University," *Faculty Bulletin, No. 19*, Stanford University, California (December 28, 1931), pp. 1-3.
Records of 1,040 junior college transfers at Stanford University from 1923-24 to 1930-31 and comparisons with various other groups.
2102. DUGGAN, STEPHEN PIERCE, "History and Present Tendencies of the American College," *College Teaching*, World Book Company, Yonkers, New York, 1920, pp. 26-29.
Brief consideration of place of the junior college.
2103. DVORAK, AUGUST, and DAVIDSON, JOHN W., "A Survey of Junior College Feasibility in Washington—Part II," *Washington Education* (December 1931), XI, 107-8, 1 table.
A continuation of the study begun in the November issue. Presents a detailed analysis of various population and financial data for the twenty-three large

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

est communities in the state. "Washington at present has logical use for thirteen or at the most seventeen district junior colleges. State aid or student tuition seems necessary. These seventeen districts have 80 per cent of all the high school students in the state." Similar to paper by the same authors in *Junior College Journal* (January 1932), II, 199-204.

2104. EDUCATIONAL LAW AND ADMINISTRATION, "Junior College Legislation in Michigan," *Educational Law and Administration* (January 1932), I, 6-7.

A summary of the legislation in the state affecting junior colleges as enacted in 1917, 1923, 1927, 1929, and 1931.

2105. EELLS, WALTER C., "The Junior College Movement," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 48-62.

Reviews the development and significance of the junior college movement throughout the country and suggests eight reasons why the junior college may in many cases take over the work originally inaugurated by the University Extension movement. Followed (pp. 66-75) by discussion by B. E. Mahan, T. H. Shelby, H. G. Ingham, C. D. Snell, T. J. Grayson, A. M. Harding, and the author.

2106. EELLS, WALTER CROSBY, and SEGEL, DAVID, *Stanford Tests for Junior Colleges; Test in English*, Stanford University Press, California, 1932, 8 pages.

First of a series of achievement tests designed especially for junior college use. Norms available for both freshman and sophomore accomplishment.

2107. ELLIFF, J. D. (chairman), "Report of the Committee Appointed to Supervise the Tulsa Experiment," *North Central Association Quarterly* (December 1931), VI, 264-66.

Preliminary report on plans to be followed. "The essence of the proposal calls for the vitalization of curriculum content. . . . It is contemplated that the potential scholar can readily achieve the customary fourteen years of general education in a twelve-year period." Recommends continuation of the experiment under the auspices of the North Central Association.

2108. ENGLISH JOURNAL, "English for Semi-professional Students," *English Journal* (December 1931, XX, 855-56).

Abstract of article by O. E. Richardson in *Junior College Journal*, October, 1931.

2109. HANCOCK, J. LEONARD, "Crane Junior College," *Journal of Education* (December 7, 1931), CXIV, 398.

Brief characterization of Crane Junior College by its dean. Reprinted in the *Junior College Journal* (February, 1932), II, 286-87.

2110. HULLFISH, H. GORDON, "The Junior College," *Educational Administration and Supervision* (December 1931), XVII, 706-7.

Review of W. C. Eells's *The Junior College*.

2111. INGHAM, H. G., "The Junior College Situation in Kansas," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 70-72.

Discussion of address by W. C. Eells, as it relates to the situation in Kansas.

2112. ITTNER, WILLIAM B., and CANTWELL, J. W., "The New Senior High School-Junior College, Wichita Falls, Texas," *American School Board Journal* (January 1926), LXXII, 43-44, 4 illustrations.

Floor plans and views of new plant.

2113. JOURNAL OF EDUCATION, "Marital State of Junior College Instructors," *Journal of Education* (December 28, 1931), CXIV, 488.

Statistical data compiled by the Federal Office of Education.

2114. JOURNAL OF EDUCATIONAL RESEARCH, "Status of the Junior College Instructor," *Journal of Educational Research* (December 1931), XXIV, 392.

Brief review of J. T. Wahlquist's *Status of the Junior College Instructor*.

2115. JUDD, CHARLES H. (chairman), "Report on the Stephens College Experiment," *North Central Association Quarterly* (December 1931), VI, 257-63.

Reports progress and recommends continuation of the experiment under

the auspices of the North Central Association. Includes a report by James M. Wood, president of Stephens College, describing experience with the Stephens orientation courses at Long Beach and Menlo junior colleges in California. "Following the testing of this year, Stephens College hopes to have ready for immediate publication the orientation textbooks in the humanities, social studies, and vocations. That in science will be somewhat delayed."

2116. JUDD, CHARLES H. (chairman), "Report on the Reorganization of the Senior High School and Junior College of Kansas City, Missouri," *North Central Association Quarterly* (December 1931), VI, 254-56.

Reports progress and recommends a continuation of the experiment under the auspices of the North Central Association. Includes a report by George Melcher of Kansas City outlining the details of the experiment "to cover essentials of the last two years of the standard high school course and the two years of the junior college course in a period of three years." Quantitative data will be available at the end of the present academic year.

2117. KEFAUVER, GRAYSON N., and BULLARD, CATHERINE, "The Organization of the Junior College as an Agency of Democracy," *Teachers College Record* (December 1931), XXXIII, 251-61.

Duplicate of address before the Detroit meeting of the Department of Superintendence of the National Education Association, 1931. See Nos. 1851 and 2065.

2118. McANDREW, WILLIAM, "The Whole Junior College," *School and Society* (December 5, 1931), XXXIV, 781.

Review of W. C. Eells's *The Junior College*.

2119. MAHAN, BRUCE E., "The Junior College Situation in Iowa," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 66-68.

Summary of the situation and prospects regarding twenty-seven junior colleges in Iowa.

2120. MORRISON, H. C. (chairman), "Report of the Committee on the Joliet Junior College Experiment,"

North Central Association Quarterly (December 1931), VI, 252-53.

"The purpose is experimentally to equate the value and content of courses offered in the senior high school with similar courses offered in the junior college." Reports progress and recommends continuation of the experiment under the auspices of the North Central Association in a variety of fields. Includes a report by W. W. Haggard, of Joliet, describing the experiment in American History.

2121. MYERS, ORVIL F., "Articulation of Junior College and High School," *California Quarterly of Secondary Education* (January 1932), VII, 219-20.

States that "the junior college should be an institution distinct both from the university and the high school. Its function is collegiate—in the proper sense of that term."

2122. NEWMAN, CLARENCE W., and KNIGHT, MARGARET E., *Colleges and Schools in Virginia*, Virginia State Chamber of Commerce, Richmond, Virginia, 1931, 40 pages.

Includes descriptions and characterizations of three co-educational junior colleges and seven junior colleges for women (pp. 22-24).

2123. PROSSER, MARY ROSE, "The Future of Cottey College," *The P.E.O. Record* (January 1932), Vol. 44, pp. 15-16, 22.

An article by the president of this junior college controlled by the P.E.O. Sisterhood. Considers especially clarification of intentions regarding the future of the college, scholarships, and other financial aid to students, securing of accreditation by the North Central Association, and increase of enrollment.

2124. SCHOOL REVIEW, "The Junior College and Financial Retrenchment in Chicago," *School Review* (January 1932), XL, 11-12.

Reprinted in full in this issue of the *Junior College Journal*. See p. 347.

2125. SEGEL, DAVID, "What Are Comprehensive Examinations?" *School Life* (December 1931), XVII, 75-76.

Includes a description of construction of tests for junior colleges, especially in the field of English.